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ABSTRACT

From January 1980 through December 1982 the Illinois Valley Library System (IVLS) and 33 of its participating libraries conducted an experimental project to test the costs and benefits of OCLC use in small and medium-sized libraries. A series of 8 reports on the project have been produced, and the tables from the first report, which give descriptive statistics for the project libraries, are included as Appendix A of the present document. The sixth in the series, this report describes the use of public access OCLC terminals in the participating libraries. During the project OCLC terminals were placed for 6-month periods in public areas of most of the libraries. This report covers public and staff use of these terminals, their attitudes and reactions, and the effect that public access had on interlibrary loan and on the decision to continue or not continue using OCLC after the project. Appendices, which make up more than half the report, include statistical information on project libraries and a map of the IVLS; public access terminal schedule; project brochure; instructional signs for public access terminals; figures for interlibrary loan activity for each library having a public access terminal; patron questionnaire; and staff interviews concerning public access terminals. (THC)

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OCLC Public Access Terminals

in Small and Medium-sized Libraries

by Linda G. Bills
OCLC Project Director
Illinois Valley Library System

Illinois Valley Library System
OCLC Experimental Project
Report No. 6

Jim Edgar
Secretary of State
and State Librarian

Illinois State Library
Springfield, Illinois
July 1984

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This is one of eight reports to be published by the Illinois State Library describing the results of the OCLC Experimental Project. The Project was conducted by the Illinois Valley Library System and thirty-three of its participating libraries from January 1980 to December 1982. The Project was funded by LSCA grant I-79-IX-C awarded by Alan J. Dixon, Illinois Secretary of State and State Librarian, through the Illinois State Library.

Illinois Valley Library System
OCLC Experimental Project
Reports

I OCLC Experimental Project Description

II Implementing OCLC in Small and Medium-Sized Libraries

III Cataloging Before and After OCLC

IV Attitudes about OCLC in Small and Medium-sized Libraries

V OCLC Use by Library Clusters

VI OCLC Public Access Terminals in Small and Medium-sized Libraries

VII Interlibrary Loan Before and After OCLC

VIII OCLC Experimental Project — Summary and Conclusions

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OCLC PUBLIC ACCESS TERMINALS
IN SMALL AND MEDIUM-SIZED LIBRARIES

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IN SMALL AND MEDIUM-SIZED LIBRARIES

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INTRODUCTION

From January 1980 through December of 1982 the Illinois Valley Library System (IVLS) and thirty-three of its participating libraries conducted an experimental project to test the costs and benefits of OCLC use in small and medium-sized libraries. A detailed description of the System, the Project and the libraries involved in the experiment is given in the first report in this series. The tables from that report, giving descriptive statistics for the Project libraries, are included as Appendix A of this report.

In all Project reports, certain terminology is used consistently. The "System" or "IVLS" refers to the Illinois Valley Library System; "Project" refers to the OCLC Experimental Project, whereas "project" may refer to any local undertaking, particularly retrospective conversion projects in each library; "librarian" or "library director" refers to the person responsible for library operations, representing persons with various levels of education. Libraries in the Project were organized in "clusters" with one "host" library where the terminal was located throughout the Project. The "guest" libraries in the cluster had no permanent terminal in-house but generally used the one in the host library.

In all Project reports, it is assumed that the reader is familiar with the OCLC system and, in particular, with the cataloging and interlibrary loan subsystems. A brief description of this automated library service as it existed at the time of the Project can be found in the brochure On-line Library Systems (Dublin, OH: OCLC, [1982]).

The purpose of this report, the sixth in the series, is to describe the use of public access OCLC terminals in the participating libraries. During the Project OCLC terminals were placed, for six-month periods, in public areas of most of the participating libraries. In this report we will cover the

public and staff use of these terminals, their attitudes and reactions, and the effect that public access had on interlibrary loan and on the decision to continue or not to continue using OCLC after the Project.

The Public Access Terminals

There were two purposes for the placement of public access terminals in the Project libraries. The first was to introduce OCLC to the patrons and the second was to give guest libraries, who did not normally have a terminal in-house, an opportunity to experience on-site access.

The design of the Illinois Valley Library System's OCLC Project included setting up clusters of libraries who would access OCLC through a single terminal located at the host library. It was one of the purposes of the Project to determine whether these cluster arrangements could provide adequate access to OCLC for all libraries at a reasonable cost. This presented certain problems in terms of helping guest libraries and their patrons understand the potential benefits of OCLC even though they did not have immediate access to a terminal. We felt that it was essential that the patrons, and particularly the governing authorities, of the guest libraries have an opportunity to experience OCLC and what it could do for a library whether or not the terminal was in-house. The location of a terminal at a remote site or even, for the host libraries, in an office area away from the public, meant that its role in resource sharing was not immediately apparent to anyone outside of the library staff.

The placement of public access terminals for a short period of time (six months) in the various libraries was seen as a way to inform the public and the governing authorities of the potential of automation in libraries and particularly the usefulness of OCLC in fulfilling patrons needs. We thought that it would encourage interlibrary loan use by demonstrating to patrons the vast possibilities for borrowing. It encouraged them to view their library as

a node in an information network rather than as a single collection of books and periodicals. If this demonstration of the resource sharing capabilities of automation were successful, we felt it would generate support for OCLC use, even though that use might have to be remote rather than in-house.

Our second purpose was to allow the guest library staff to have the experience of an in-house terminal. At first we thought that these public terminals were limited to the ability to search the data base. Soon after the installation of the first terminals, however, we discovered that they could be used not only for public service searches but also to catalog and to do inter-library loan. Thereafter, this second objective was met even better than we had hoped. The guest library staff could now experience exactly what an in-house OCLC terminal could do for them and for their patrons. They could contrast the benefits and difficulties of using a terminal as a guest library with the benefits and costs of using it in-house. This contrast, we feel, was later an important factor in the decision of several of the guest libraries to continue with OCLC after the Project and to request their own terminal.

Although the Project began in January of 1980, the first public terminal was not installed until September of that year. The delay was due to other priorities in the Project, to the delay in hiring a Project director, and to the lead time needed to request terminal installations. Originally there were four terminals available for public access use. Later two additional terminals became available and were worked into the final schedule. A copy of that schedule is attached to this report as Appendix B.

There were a total of thirty-three libraries of all types participating in the Project. Of these, twenty-five received public terminals. These libraries comprised seventeen public libraries, four school libraries and three academic libraries. The three special libraries in the Project did not

request public access terminals. It was their feeling that their patrons depended chiefly on the library staff to provide information by whatever means were available. They did not feel that their patrons would make use of a public access terminal sufficiently to justify the cost. Other libraries which did not receive terminals were Black Hawk College which joined quite late after the public access schedule had been finalized; Bradley University Library which already had its own public terminal; Morrison and Mary Wiley Library in Elmwood which bought its own OCLC terminal; Alpha Park Public Library District which felt that there was no room in its public area for a terminal and Ayer Public Library in Delavan which decided to leave OCLC before its public terminal was actually scheduled for installation and therefore requested that the terminal not be installed.

At the end of the Project, the public terminals (along with terminals in host libraries that had decided to leave OCLC) were distributed among the libraries that were continuing OCLC use and that requested an in-house terminal.

Publicity

Publicity prepared for the public access terminals falls in three general areas: publicity for the OCLC Project in general, press releases when the terminal was installed, and signs and brochures immediately available at the terminal station.

When the OCLC Project first got underway in early 1980, the publicity consultant for the System, Anne Mashinic, prepared press releases and designed brochures to inform the media of the expanded use of automation in area libraries and its possible effects on library service. The press releases were adapted for individual libraries and sent by those libraries to their local papers and radio stations. The results were several articles in newspapers,

some of them in-depth, and three appearances on radio shows by staff members of the Project or of participating libraries. The host libraries in particular, who already had terminals, generally got some exposure in the local newspaper.

As part of this publicity effort, a distinctive logo, which is being used on these reports, was designed for the Project by Ray Canty, a local graphic artist. This logo appeared on all Project correspondence and on the brochures.

When the public access terminal was actually installed in a library, another press release was prepared to announce that fact. The use of these releases once again produced some exposure in newspapers for the library and for OCLC. The terminal was frequently demonstrated, either by members of the library staff or the Project staff, to local civic groups and clubs. Some libraries even arranged special open houses to introduce their patrons to the terminal or scheduled their normal open house to correspond with the presence of the terminal in their library so that it could be used as one of the attractions.

At the terminal station itself, signs were prepared to introduce the public to the terminal and to instruct them in its use. These are more fully described in the next section.

Copies of the Project brochure "Our Future's On-line" were also kept by the terminal along with a brief questionnaire for patrons. The copy and detailed descriptions of these materials can be found as Appendix C. Libraries were also provided with copies of OCLC's brochure "Bringing Information to People." These were distributed to patrons who wanted more information on OCLC's operations in general.

Instruction in Terminal Use

Whenever a terminal was placed in a library where the staff in general was not familiar with searching techniques, members of the Project staff would hold a half day training session to teach them about the terminal and its uses. In libraries where staff members had not been trained in the use of the interlibrary loan subsystem, a full day session was held to introduce all appropriate staff members to this operation. This was the case in most guest libraries where the interlibrary loan subsystem was either not used or was used through the mediation of host library staff (see Project Report No. 5). These training sessions were in the same format as training on the permanent terminals. The content and format of these sessions has been described in Project Report No. 2.

Instruction of the general public in terminal use was accomplished through a set of signs as well as the help of the local library staff. Our goal for the signs was to instruct patrons in OCLC use with minimal staff involvement. As in all libraries, the staff was often very busy with other necessary activities; we did not want patrons or staff to feel that traditional services suffered because computers were introduced. Also, we wanted the computer to be presented as a tool for the patron's use, not something that required aid from the librarian.

In examining the types of materials available for public instruction, we decided not to use sheets or flip charts, but rather to use a group of signs. Although it was hard to get enough information on the signs in large enough type, we felt that such a system would have the following advantages:

> First, patrons could see all of the instructions at a glance. Hopefully, they would then feel that there was not so much to learn that they could not handle it.

> Second, OCLC searching is not a linear progression. The patron must make a choice of several searches and then must respond to several possible terminal messages. We felt that the signs would place all of these alternatives immediately before the patrons so that the correct selection could be made without flipping pages.
>
> Third, we felt that the signs would allow the patrons to look from the terminal screen to the instructions without changing eye focus. To minimize the problem of losing one's place, we tried to group information on the signs in fairly distinct areas.

The information given on the signs was limited to what we felt was absolutely essential. We made no attempt to include all the exceptions to searches, such as the "Mac" rule. We deliberately left out completely one major category of information, the corporate author search. The information on the signs was, however, supplemented by the OCLC brochure entitled "Using the OCLC Terminal" and by the programmed instruction booklet prepared by Karen Stanfield from Illinois State University. Our librarians observed that the more interested patrons did use these materials to learn more about OCLC searching.

There were four individual signs in a set: an invitation, a description of the searches, a description of terminal replies, and an explanation of holdings information. The copy used for the signs is included as Appendix D. The first sign was very large and designed to be hung or placed above the terminal. It started with our theme "Our Future's On-line" and the Project logo. This sign was intended to act as an invitation and a reassurance to the patron. It explained the function of the terminal - "This computer terminal can give you information on more than six million books, films and other materials owned by libraries throughout the country." It also told how to begin to use the terminal - "To find the item you need, use the SEARCHES described on the accompanying signs." And finally there were two lines de-

signed to reassure the patron - "Don't worry about making mistakes, YOU CANNOT HARM THE TERMINAL. No special training is needed, but if you need help, ask you librarian." (In one high school, we were asked to remove the line about not being able to harm the terminal. The librarian felt that her students would not be reluctant to approach the terminal and might take this reassurance as a challenge.)

The other three signs were to be displayed beside the terminal. They had a color scheme of dark blue writing on white paper with letters representing user input or OCLC replies in green. This color scheme was also followed in the examples given for each searching pattern to help point out which letters should be selected for a search.

The first instruction sign was titled SEARCHES. It gave search instructions for author/title, title, and author searches in a step-by-step manner. For instance, the author/title search read:

```
Push HOME
Type the first 4 letters of the person's last name
Type a comma
Type the first 4 letters of the first word of the title
  (Do not use a, an or the for this word)
Push DISPLAY REC'D
Push SEND
```

Similar instructions were given for the title search and the author search. In these two searches, the need for a certain number of commas was emphasized in a final line. The important words in the steps were emphasized by making them green (the number of letters to be selected) or placing them in bold type (the location of the word to be used such as first, last, middle).

For each search, examples were used to point out special as well as normal cases. Thus, after the title search instructions, there were examples which had initial articles, a one-letter first word, one- or two-word titles,

and numbers in a title. The examples for the author search included a name with a space in it, a name with an apostrophe, and a name with initials.

We did not give any instructions for corporate author searches. We felt that corporate authorship was a concept which was not too well understood by the majority of patrons who would be using the terminal. Besides, the inclusion of the search with the stop list and explanation would probably have required at least one more sign and there was no room to display such a sign. For patrons who needed corporate author access or who wanted to learn the finer points of searching in general, we provided the Illinois State University programmed instruction book prepared by Karen Stanfield and the OCLC brochure "Using the OCLC Terminal." Librarians reported that most interest in the corporate author search was from faculty patrons in academic libraries, and that they caught on fairly quickly.

OCLC introduced qualifiers just before our signs were prepared for the press. We were able to add, at the bottom of the SEARCH sign, instructions for using the date qualifiers. Once again, we counted on the use of examples to show the various possibilities for date searches. We did not explain the media qualifiers at all.

A note on the bottom of the SEARCH sign refers the patron to the TERMINAL REPLIES sign. The replies covered in this second sign were:

The retrieval of a bibliographic record.
The group displays.
The collected or truncated displays.
The "more than fifty entries" response.
The "request impossible" response.
The "not in index" response.

We also explained the note "Screen 1 of 2" that often appears at the top of the screen. Patrons are given instructions for going to the next screen and returning to the previous screen. Unfortunately, we did not extend this

to explain the use of a "ps" command to return to an earlier level of the search. Finally, the patron is told that if he made a mistake he could start over by pushing HOME and typing the search again.

At the bottom of the REPLIES sign, the patron is referred to the sign on LIBRARY CODES. This sign first explains the message "no holdings in ...." or the holding symbol at the top of the screen. Since terminals were always logged on in a search or training authorization number, the code at the top of the screen reflected the library's individual holdings on OCLC. The sign emphasized the need for the patron to check the card catalog to determine the complete library holdings.

The patron is then told how to display other holdings on the screen. The command taught was "dha" to retrieve all holding information. We felt that this was the one command that covered all circumstances. Also, part of the reason for the terminal was to impress users with resource sharing capabilities of their library; we felt that the "dha" command would be the most impressive. The remainder of this sign is a listing of the OCLC codes for libraries in the Illinois Valley Library System area.

The signs were used by all Project libraries who received public terminals. The signs were also adopted by the Bradley University Library for their existing public terminal.

Because the focus of the Project was on reactions to the use of OCLC in these libraries, we did not do a special evaluation of the signs. However, we did ask librarians whether they felt the instruction materials were adequate. Most of them reported that the signs had met their needs quite well. The suggestions for improvement which we did receive were:

The signs should be numbered in sequence.

The signs took up too much room and should be put on cards, or there should be more room around the terminal.

A clearer distinction was needed among the SEARCHES and between lines on the sign. Patrons often lost their places as they looked at the screen and then back to the signs.

More information was needed such as an explanation of all the terminal keys, an explanation of "message not clear", the use of "ps" to move back to a menu, and how to get to other numbers in a menu after the display of one bibliographic record.

Libraries also suggested several ways that OCLC could improve public access which included:

A simplified keyboard and, in particular, a clearly marked comma key.

A briefer display of the bibliographic record with all the elements clearly labeled.

The inclusion of local call numbers.

Subject searches.

Effect on Interlibrary Loan

One of the purposes for the placement of public access terminals was to increase patron awareness that their library functioned as a node in a larger system for resource sharing. In more mundane terms, we hoped to make them aware of the availability of books and other materials beyond what was in their own library's collection. One measure of the success of public terminals in relation to this goal is the effect they had on interlibrary loan requests initiated by the libraries during and after terminal availability.

During and after the Project, statistics were kept on ILL requests initiated by IVLS libraries either over OCLC or by paper requests to the System headquarters. Two forms of ILL activity inspired by the OCLC terminals were not effectively monitored. These were ILL borrowing that was arranged directly by telephone from library to library within the System and which was

made possible by holdings information on OCLC. The second was borrowing that resulted from patrons of one library visiting a different library, perhaps motivated by information seen on OCLC. The reciprocal borrowing privileges of patrons has been a part of library service in IVLS and other Illinois systems from their inception. Whether or how much the availability of holdings information on OCLC may have increased such borrowing would be very difficult to determine.

An examination of the ILL borrowing that was monitored indicates some of the effects of the public access terminals on patron requests for interlibrary loan service. Table VI-A below compares monthly ILL statistics (OCLC and paper requests) with the same statistics for the same month in the previous year. The numbers given are the percent of increase or decrease in ILL requests.

TABLE VI-A

ILL REQUESTS AND PUBLIC ACCESS TERMINALS
Monthly Comparisons by Type of Library

	Academic	Public (50,000+)	Public (5-50,000)	Public (0-5,000)	School	All Libraries
Public Access						
1st month	5.0%	22.8%	32.4%	27.2%	180.0%	29.9%
2nd month	26.6%	33.1%	42.4%	44.0%	387.5%	50.6%
3rd month	128.6%	- 40.1%	60.4%	47.4%	88.2%	47.8%
4th month	236.2%	- 28.0%	77.5%	66.5%	125.5%	61.8%
5th month	6.4%	32.2%	42.3%	44.6%	320.7%	46.1%
6th month	- 8.0%	2.9%	9.5%	1.6%	- 5.4%	5.3%
After Public Access						
1st month	- 45.9%	- 33.2%	20.5%	8.5%	- 58.8%	3.7%
2nd month	- 35.6%	- 4.6%	0.8%	20.6%	-100.0%	3.1%
3rd month	180.0%	55.7%	- 15.6%	9.6%	+	3.7%
4th month	- 15.4%	- 4.9%	20.5%	1.0%	+	9.4%
5th month	47.2%	40.5%	8.9%	- 20.4%	66.7%	6.8%
6th month	- 27.4%	32.5%	43.6%	26.8%	- 21.3%	28.7%
7th month	9.5%	- 12.0%	8.4%	- 27.6%	- 35.7%	- 20.3%
8th month	44.1%	13.0%	- 5.6%	- 16.3%	53.8%	- 3.9%
9th month	- 39.1%	- 1.1%	- 23.4%	4.8%	33.6%	- 21.3%
10th month	- 42.5% *	17.6%	- 14.4% *	- 28.9%	- 3.8%	- 22.4% *
11th month	- 31.4% *	19.9%	- 10.8% *	- 7.7%	- 41.0%	- 16.9% *
12th month	38.5% *	12.2%	- 9.5% *	1.3%	43.4%	- 12.8% *

This table shows the change in the total number of ILL requests sent by all libraries of each type, the percentage shows the difference between the number of requests sent (over OCLC or through IVLS) in a certain month compared with the same month in the previous year. The months are relative to the installation date of the public terminal. See Appendix E for library-specific information. "+" indicates that ILL for the same month the previous year was 0 while that for the current year was greater, so no percentage can be calculated.

* Data for one or more of the libraries is not yet available for this month. Percentages have been calculated by adjusting the number of requests from a year earlier so that those for the affected library(s) are not used.

This table gives figures by library type and, for public libraries, by library size based on the population served. (Figures for each individual library are given in Appendix E.) With the exception of the largest public library, all types of libraries show substantial increases in ILL activity during, and particularly in the middle of the public access period. On the whole, libraries tended to maintain at least some of the increased ILL demand after the terminals were moved. In the seventh through the twelfth month after the public access terminals, the increases or decreases are in comparison to the rates experienced with the terminals in-house. The decreases in that period reflect decreases in comparison to the high rates during the public access period, which still often represent activity levels that are higher than before terminals were used.

The graphs below make the comparisons clearer. In each group of bars, the first shows the ILL requests for the month one year before the public terminal was installed. The second shows the same month one year later, with the public terminal in-house. The third is the number of ILL requests for the same month one year after the public access period. For some types of libraries, only three months of comparison are given since complete data is not yet available for some libraries in the group for the last three months.

FIGURE VI-1

ILL AND PUBLIC ACCESS
All Libraries

FIGURE VI-2

ILL AND PUBLIC ACCESS
Academic Libraries

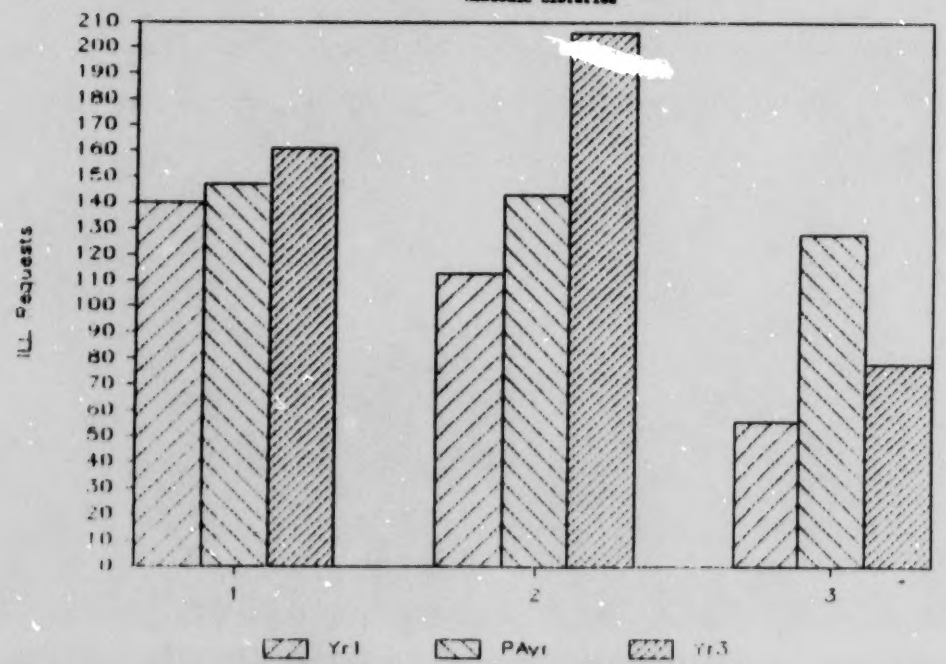


FIGURE VI-3

ILL AND PUBLIC ACCESS
All Public Libraries

FIGURE VI-4

ILL AND PUBLIC ACCESS
Large Public

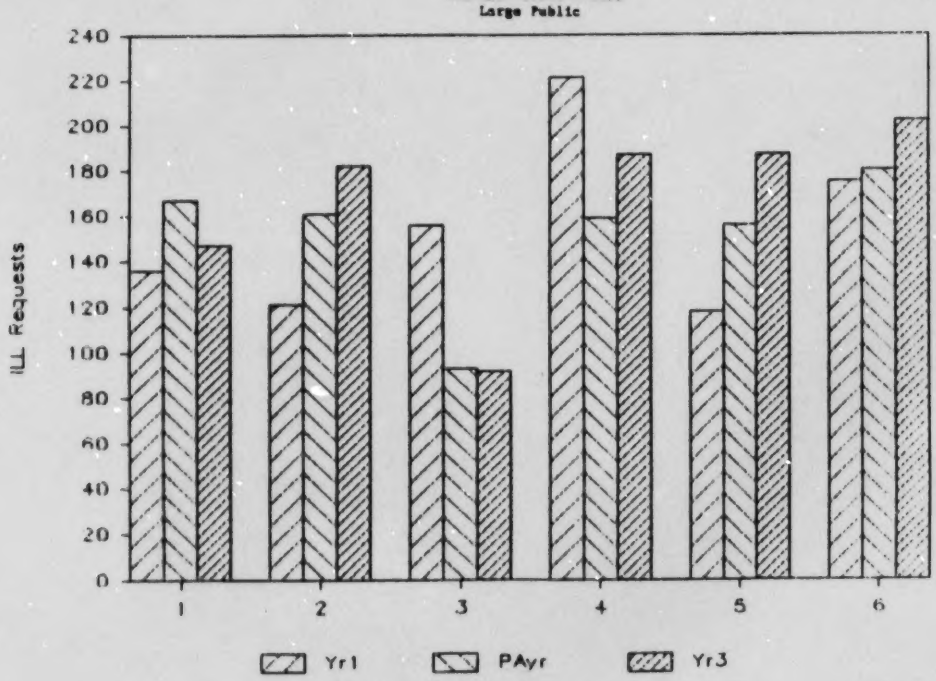


FIGURE VI-5

ILL AND PUBLIC ACCESS
Medium Public

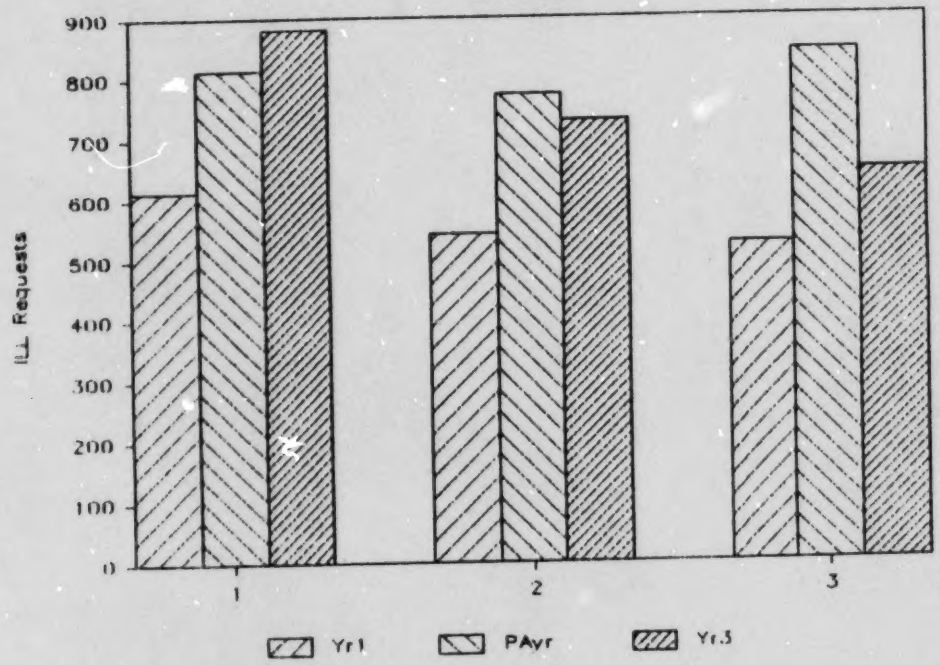
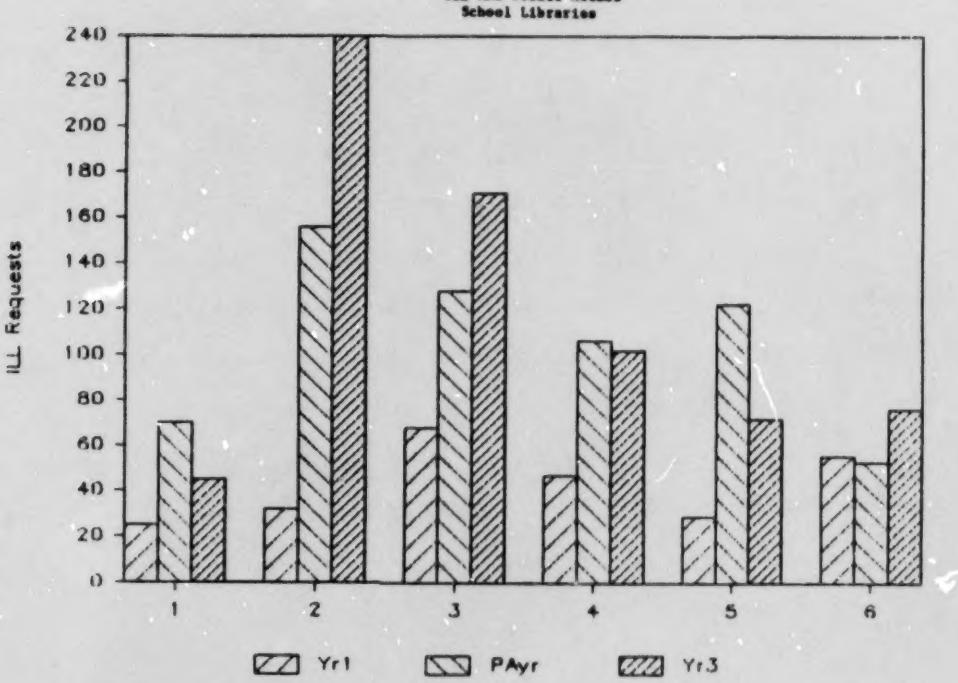


FIGURE VI-6

ILL AND PUBLIC ACCESS
Small Public

FIGURE VI-7

ILL AND PUBLIC ACCESS
School Libraries



From these figures and graphs, it appears that the school libraries were most affected by the introduction of the public terminals. All four of these libraries received terminals in October or November of 1981. The effect of these terminals was such that the school librarians continued to receive requests even in the summer months when there are normally none.

The library that was least affected was the large public library. This may, in part, have been because the library has a policy of purchasing materials rather than borrowing to fulfill many patron requests. Therefore, if there had been an increase in requests, some would not have shown up in the available statistics.

In almost all cases, the growth in ILL activity was sustained after the public terminal was removed. In some cases, the ILL rate of a year later was

even greater than it had been with the public terminal present. One librarian commented that the presence of the terminal had not had much affect on the library's existing ILL users, but had brought new patrons into that group and that they had become regular ILL requestors.

Another interesting basis for comparison, besides type of library, is by whether the library was a host or guest in a cluster. Host libraries had a permanent terminal located in an office area, so on-line interlibrary loan was available to patrons all during the Project, though they may not have been aware of it. Guest libraries had OCLC terminals in-house only for the six month public access period. Table VI-B below rearranges the statistics to show host and guest interlibrary loan activity compared to the same month in the previous year.

TABLE VI-B

ILL REQUESTS AND PUBLIC ACCESS TERMINALS
Monthly Comparisons for Host and Guest Libraries

	Host Libraries	Guest Libraries	All Libraries
Public Access			
1st month	21.7%	44.0%	29.9%
2nd month	25.1%	79.4%	50.6%
3rd month	36.0%	65.7%	47.8%
4th month	44.6%	89.4%	61.8%
5th month	16.8%	99.5%	46.1%
6th month	- 3.3%	19.8%	5.3%
After Public Access			
1st month	6.8%	- 1.5%	3.7%
2nd month	11.7%	28.1%	3.1%
3rd month	10.0%	- 8.2%	3.7%
4th month	1.9%	22.9%	9.4%
5th month	9.3%	3.6%	6.8%
6th month	18.0%	44.1%	28.7%
7th month	4.1%	- 14.3%	- 20.3%
8th month	- 0.9%	13.9%	- 3.9%
9th month	- 21.1%	- 0.2%	- 21.3%
10th month	6.9% *	- 25.1%	- 22.4% *
11th month	19.6% *	- 17.2%	- 16.9% *
12th month	22.5% *	- 7.9%	- 12.8% *

This table shows the change in the total number of ILL requests sent by all libraries using public access terminals, divided by whether the library was a host or a guest in the OCLC clusters. Host libraries were those who had a terminal in-house in an office area during the entire Project. Guest libraries did not. The percentages show the change in ILL activity from the same month in the previous year. The months are relative to the installation of the public terminal and its removal.

* Data for one or more of the libraries is not yet available for this month. Percentages have been calculated by adjusting the number of requests from a year earlier so that those for the affected library(s) are not used.

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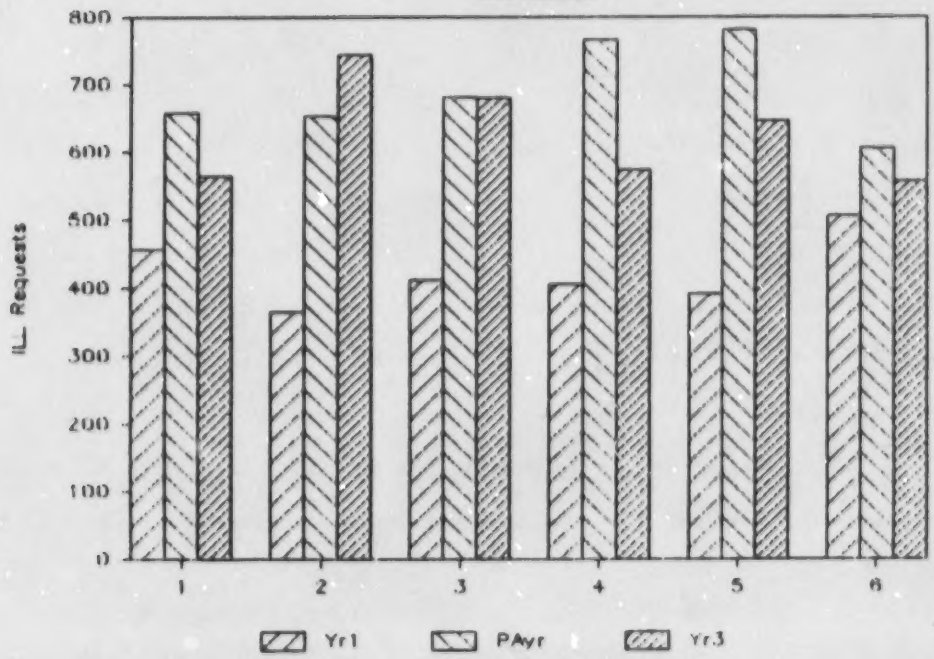
As before, the graphic presentation below compares the same months in three different years.

FIGURE VI-8

ILL AND PUBLIC ACCESS
Host Libraries

FIGURE VI-9

ILL AND PUBLIC ACCESS
Guest Libraries



Guest libraries appear to have experienced a greater and more immediate increase in ILL activity during the public access period. Host libraries, on the other hand, seem to have sustained the increase more consistently after the public terminal left.

The figures given seem to indicate a definite positive affect of public terminals on the use of interlibrary loan in Project libraries. It is difficult, however, to ascribe all of the changes in ILL rates to the terminals. Other changes in the system and the state may also have been working to increase the speed and effectiveness of ILL service. Some of these were the introduction of a statewide delivery service, the increased availability of information on academic library holdings throughout the state over the LCS system and the increased information about local holdings in IVLS because of the Project. This last factor contributed to better ILL service to all IVLS libraries, whether or not they were Project members.

An examination of interlibrary loan statistics was made for non-Project IVLS libraries, with month-by-month comparisons to previous years. With comparisons covering January 1980 through September 1983 (45 months) we found the following.

For small public libraries, serving less than 5,000 population (10 libraries), the average monthly change from the previous year for all libraries combined was +30%. In 1980, every month showed an increase over the previous year. In 1982, only three months showed decreases. Small libraries in the Project, as a group, exceeded this percentage of increase for four of the six months of public access use, averaging 38% increase for the six public access months.

For medium-sized non-Project public libraries with 5,000 to 50,000 population (3 libraries), the average monthly change for all libraries com-

bined was -2.5%. One of these three libraries had OCLC in-house, but was not a Project library and did not use the terminal for interlibrary loan purposes. In relation to the ILL activity of these three non-Project libraries, the increases experienced during the public access period for medium-sized public libraries in the Project are all the more impressive.

For the twelve non-Project school libraries as a group, the average monthly change in comparison to the same month in the previous year was +75.6%. This figure is based on only 21 months of comparison since most of these schools did not belong to the System before December of 1980. Once again, a comparison of this figure with the increases experienced by Project school libraries during the public access period shows that the presence of the terminal had an effect above and beyond other factors affecting ILL use in the System as a whole. Further, all of the school libraries were guests in clusters, so they probably experienced the heightened impact of public access felt by guest libraries as a group.

Because of the lack of comparable non-Project libraries, it is not possible to contrast the interlibrary loan activities of the academic libraries and the largest public library with similar IVLS libraries.

Public Use of the Terminals

When the public terminals were first installed, we placed questionnaires beside them as an opportunity for the public to give us their reactions to the terminal (Appendix F). Unfortunately, very few of these questionnaires were filled out and returned. It was necessary in many cases for the staff to intervene and request that the public fill out a questionnaire in order to get any written reaction. The responses are, therefore, not included in this report.

Because the response to this questionnaire was so low, we began interviewing library staff members at the time the public access terminal was removed from the library. A copy of the questions asked at this interview are given in Appendix F along with a list of the responses to each question. This part of the report will be a review of those responses and other feedback we have received from the librarians regarding, first, patron reaction to and use of the terminal, and, second, staff reaction to the terminal.

One of the first things noticeable about the interview results is the tendency of guest library staff members, who did not normally have a terminal in the library, to find that the advantages of the "public access" terminals were really the advantages of in-house access for more staff-related OCLC activities. Some, in fact, felt that the public did not get enough time to use the terminals because the staff needed terminal time for library operations. Despite this feeling, as has been noted above, interlibrary loan was affected more in these guest libraries than in the host libraries.

The major public-use related advantage mentioned was the enthusiasm of the public and their increased awareness of and understanding of the interlibrary loan process. There was a definite public relations benefit felt by all types of libraries.

The major disadvantages of public terminals perceived by the staff were (1) the staff time needed to supervise or instruct (2) the tendency for children to play with it and (3) down time. The staffing problem was felt especially by the smaller public libraries with limited staff.

Most staff members felt it increased their workload in general, but some felt there were trade offs, or that the increase was not all bad since it meant an increase in library use. In some specific work areas, responses was mixed. Some staff perceived an increase in reference use and circulation,

while others did not. Increases in these were generally seen as side effects because "they found books by their favorite author" or "the new toy made research fun for some of them."

For interlibrary loan there was general agreement that the number of ILL requests had increased. A few librarians felt that "patrons already used ILL a lot," and that the public terminal did not increase this usage. Most felt that it increased awareness so that besides increased use by the usual ILL patrons, interlibrary loan requests were received from new groups of users.

The use of the OCLC ILL subsystems tended to increase the staff time needed to process an ILL request. This problem was addressed by some interviewees, but the results were generally thought to be worth the work. Attitudes toward this shifting of the ILL work from the System office to the local library will be discussed in the next Project report.

One set of interview questions addressed the staff's perception of patron reactions to the terminal. Some of the comments were predictable - that people with a computer background used it more, that better students were more interested, and that younger adults and kids approached it more easily. In the schools, however, some staff observed the "slower" or "special education" students using it as well. One school librarian also found that some students liked it not so much for the technology but because, with increased access to resources, "they could write papers on subjects they like rather than on subjects the library had material on."

Public librarians observed that the older patrons who did use the terminal may have been slower to learn it, but they had a great sense of accomplishment. On the other hand, one staff member observed that sometimes they would see adults "just staring at it." Adults also tended to ask the staff to "show them" much more often than younger patrons. The general response,

however, according to the staff, was very positive. Even patrons who would not use the terminal themselves seemed to approve of its presence in the library.

Only staff members in the larger public libraries felt that patrons generally found the terminals difficult to use. Several of them commented on the difficulty of locating the comma key. Of the other comments, the most interesting was that patrons with their own computers had more problems because they tried to use the same commands on OCLC as they used at home. Other points of difficulty were the need to be exact in constructing the search key, the ambiguous responses to mistakes ("message not clear"), understanding the search menu, finding the holdings, and down time. In commenting on these problems, one school librarian remarked that adults had more trouble than students because "adults had a tendency not to read directions."

Staff in the smaller public libraries seemed to perceive more patron difficulties with the operation of the terminal than those in other types or sizes of libraries. Even in this group, though, some felt that "the mechanics of the terminal were not a problem."

The OCLC display format was generally, but not universally, felt to be "much more difficult." One difficulty was the information that had to be ignored. Another was that patrons wanted to pick line numbers from the bibliographic record as they had from the menus. There was a general feeling that, although most patrons managed to cope with the format, particularly after some explanation from the staff, it would be better to have a simpler, more self-explanatory display.

Staff were asked about specific uses for the OCLC terminals in their libraries. Table VI-C below summarizes their responses:

TABLE VI-C

PATRON USE OF THE PUBLIC ACCESS TERMINALS

Terminal Use	Academic (3)		Smaller Public (10)		Larger Public (5)		School (4)	
	Yes	No	Yes	No	Yes	No	Yes	No
To play	3	0	8	0	5	0	4	0
To verify titles	3	0	9	0	5	0	4	0
For local library materials	2	1	3	7	5	0	1	3
For other area holdings	3	0	9	1	5	0	4	0
For ILL requests	3	0	10	0	4	0	4	0

This table is a summary of observations from library staff members concerning patrons' use of the OCLC public terminals. In some cases, the interviewee did not respond either yes or no to the item.

Comments indicated that some of the "playing" especially in school and academic libraries, was more like experimentation to test the limits of the machine. The use of the terminal for identifying holdings in the local library was generally seen as a problem, since most of the libraries had not done a full conversion. Patrons would have to be directed to the card catalog for more accurate information. On the other hand, many staff members commented that the chief patron use of OCLC was to locate materials in other libraries, especially for the purpose of going there to get the materials themselves. This observation indicates that the increase in resource sharing produced by the public terminals was even greater than is shown by the ILL statistics.

Other uses that staff mentioned include:

Finding all the books by an author.
Doing subject retrieval based on title searches.
Finding pseudonyms.
"To see how it works."
Cataloging a personal book collection.

- Not all the patrons were satisfied with the terminal's limited reper-

toire. Children showing their friends how to use it were heard to comment "this doesn't do anything fun" or "that's all it does."

There was some feeling that the OCLC terminal may have increased patron awareness of the local collection, but most respondents did not agree. Almost all, however, felt that it had increased awareness of the holdings of other IVLS libraries and the availability of these resources.

One important aspect of OCLC which we hoped the public would perceive was the evidence it provided that the library was a part of a larger state and national network. Most of the staff interviewed were emphatic that this had been appreciated by the patrons. A few felt that the patrons had already realized the link, and did not necessarily need OCLC to emphasize it. Only in some of the smaller public libraries was there any doubt. One staff member said, "I don't think they thought about it as long as they got their books." In other smaller libraries, however, the staff felt the patrons were "fascinated" and "impressed with the tie-in with other libraries and our ability to borrow." One librarian mentioned that patrons also became more impressed with the local collection when it was known that their public library had supplied materials on interlibrary loan to other libraries as far away as California.

Effect on the Decision to Keep OCLC

At the end of the Project, libraries had to decide whether to continue using OCLC at their own expense or to drop their membership. The attitudes and other factors involved in these decisions are discussed in detail in Report No. 4. In the interviews done after the public access terminals were moved, staff was asked how the presence of the terminal might have affected their board or governing authority.

Staff in seven of the ten smaller public libraries felt that the presence of the public terminal had a positive effect on the board members. It

made them more aware of OCLC's capabilities "and its limitations." In some cases this positive effect was not enough to off-set the cost, but it did, in the opinion of the staff, have an influence. In two cases the staff did not perceive any influence and in one case, the influence may have been negative because of a patron who misused the terminal.

Staff in three of the medium-sized and large public libraries felt that the public terminal had a positive influence on board members, but possibly more as a matter of emphasis or "reinforcement" than of actually turning their opinions around. In two libraries it was not felt to have had an effect, in one case because the decision had already been made. In one library the staff felt that patron response was very positive but they were not sure that the board was aware of this.

Two of the school librarians felt the presence of a terminal in the building may have influenced the board or administration, while two others were not so sure. It seems from their comments that the use of the terminal for public access was probably not as important to the decision as its use by the staff. The "public access" terminal may, in some cases, have served to make clear the advantage of in-house staff access over the guest status the schools had during the rest of the Project.

All of the academic librarians agreed that the presence of the public terminal was a positive influence on the administrators. Two of these libraries, however, were already OCLC users before the Project, so this may have been more a matter of reinforcement than of influencing a pending decision.

Finally, staff were asked about whether they felt a public terminal would be a worthwhile investment for their library. Although several, especially in the academic libraries, wanted one, none of the libraries has since purchased a terminal exclusively for public or reference use.

Librarians were also asked, if they had only one terminal, whether they would prefer to have it in a public area or an office. Responses and reasons varied, but most of the smaller public libraries preferred public locations so they could get as many uses as possible from the equipment. When offices were preferred, it was generally, in the smaller libraries, a matter of security for the equipment. In larger libraries an office location was generally preferred because of the amount of work that needed to be done by the staff.

At the end of the Project, 28 libraries in IVLS were OCLC members, and 25 of these had terminals. One library, Bradley University, has a terminal exclusively for access by the public and reference staff, as they had before and throughout the Project. Of the other 24 libraries, four placed their only terminals in public areas - two schools and two small public libraries. In the smallest public library this was, at least in part, because there is no office area in the building. In the other, it was the choice of the staff in order to increase the terminal's use and public awareness. A third, larger public library has plans to place their terminal on a moveable table and roll it the short distance from the office to the public area when it is not in use by the staff.

Conclusion

The inclusion of the public access terminal program in the OCLC Project fulfilled both of the purposes for which it was designed. The library patrons in general became much more aware of the power of their library to serve their needs. The perception of the library, in some cases, was extended to include its role in a resource sharing network, primarily as a borrower, but sometimes as a lender as well. This increased awareness was evident not only in patron comments and staff observations, but also in the interlibrary loan statistics for the participating libraries.

The terminals also served to give staff in the guest libraries experience in the benefits of OCLC use with an in-house terminal. In several cases, this experience may have had a strong influence on the library's decision to keep OCLC and to request an in-house terminal despite the greater financial expense (when compared with clustering arrangements). The most graphic example of this influence was the response of a librarian whose library board had decided to drop out, and had established their annual budget on that basis, before the public terminal was installed. She felt that, had the terminal been in-house earlier, she would have supported OCLC membership more vigorously and some board members might have been more in favor of it. As it was they had had to balance cost against benefits which did not include in-house access to resource sharing information or strong patron awareness and support.

APPENDIX A

Statistical Information on Project Libraries

and

Map of Illinois Valley Library System

TABLE I-A

Partial Participants in the OCLC Project

Library	Type	Population Served	Staff[1] (MLS)	Volumes	Annual Acq	Annual[2] ILL
Bradley University Library	Acad	300fac/5,600st	35 (9)	290,000[3]	11,000	3,000
Illinois Central College LRC	Acad	200fac/6,400st	20 (6)	70,500	2,400	250
Peoria Heights Public Library	Public	8,200 pop	6 (1)	35,100	1,900	465
Spoon River College LRC	Acad.	40fac/1,200st	6 (3)	33,900	2,700	470

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual ILL includes all requests sent, whether over OCLC or by other means.
[3]Does not include microforms, AV or government documents.

TABLE I-B

Academic Library Full Participants in the OCLC Project

Library	Students[1]	Faculty[1]	Staff[1] (MLS)	Volumes	Annual[2] Acq	Annual[3] ILL
Black Hawk College LRC	900	28	5 (2)	15,000	400	50
Eureka College Library	435	37	8.5 (3)	65,000	1,100	500

[1]Student, faculty and library staff size is given in FTE. The number of staff members having MLS degrees is given in parentheses.
[2]Annual acquisitions are given for the current year.
[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed by IVLS.

TABLE I-C

OCLC Use in Project Academic Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	ILL Requests[1]	Total Uses Through June 1982 Recon	Orig. Input	Online Holdings[2]
Black Hawk	206	146	2,509	2	2,740
Eureka	761	273	4,033	11	7,960
TOTALS	967	422	6,542	13	10,700

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-D

Public Library Full Participants in the OCLC Project

Library	Population	Income	Staff (MLS)[1]	Volumes	Annual[2] Acq	Annual[3] ILL
Alpha Park	21,800	$ 297,557	11.9 (4)	34,900	5,000	1,200
Ayer	2,400	28,000	1.2 (-)	12,100	380	150
Bradford	924	6,000	.4 (-)	5,000	171	139
Dunlap	4,700	72,600	2.5 (1)	14,800	2,600	1,000
Elmwood	2,700	60,000	1.2 (-)	9,500	500	280
Fondulac	13,500	254,600	9.5 (3)	34,019	4,000	750
Galva	3,700	53,343	3.4 (-)	17,700	1,500	780
Henry	2,700	30,600	1.2 (-)	16,700	800	610
Illinois Prairie	18,000	181,800	4.7 (1)	79,000	3,600	1,000
Kewanee	16,400	148,200	8.9 (3)	58,000	3,400	750
Lillie M. Evans	1,700	33,600	2.1 (-)	16,200	600	290
Mackinaw	2,800	36,800	2.1 (1)	12,500	900	520
Mason Memorial	700	250,000	.4 (-)	7,000	800	60
Morton	14,200	218,500	6.1 (1)	30,000	2,000	1,500
Naponset	1,000	15,900	1.4 (-)	13,900	600	50
Pekin	34,000	383,000	16.0 (5)	73,000	5,200	1,200
Peoria	124,160	1,400,000	112.0 (6)	451,000	18,000	1,700
Toulon	1,400	9,700	.5 (-)	7,000	40	124
Washington	20,000	184,000	8.7 (3)	33,500	1,700	1,100
Wyoming	1,600	6,000	.4 (-)	5,100	140	300

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual acquisitions are given for the current year.
[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.

TABLE I-E

OCLC Use in Project Public Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	ILL Requests[1]	Total Uses Through June 1982 Recon	Reclass	Input	Online Holdings[2]
Alpha Park	2,724	838	17,384	—	29	22,873
Ayer	284	123	1,088	—	—	1,489
Bradford	96	12	381	—	1	534
Dunlap	1,943	794	6,552	—	230	10,655
Elmwood	37	14	—	8,375	167	8,579
Fondulac	3,541	764	19,741	—	58	28,052
Galva	967	135	2,197	—	22	4,299
Henry	814	2	2,736	—	—	4,396
Illinois Prairie	2,311	2	3,125	—	4	7,405
Kewanee	3,257	518	10,982	—	76	16,232
Lillie M. Evans	480	230	1,335	—	3	2,276
Mackinaw	730	557	2,200	—	11	3,702
Mason Memorial	205	36	—	1,083	13	1,491
Morton	2,076	685	7,736	—	71	11,277
Naponset	266	6	237	—	—	822
Pekin	5,167	1,053	43,803	—	3	52,588
Peoria	4,359	1,003	74,808	—	—	79,220
Toulon	39	56	382	—	—	473
Washington	1,525	384	5,894	—	—	9,124
Wyoming	102	58	232	—	2	375
TOTALS	30,923	7,270	200,813	9,458	690	265,862

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-F

School Library Full Participants in the OCLC Project

School	Level	Bldgs	Students	Faculty	Staff[1] (MLS)	Collection Titles	Collection Volumes	Annual[2] Acq	Annual[3] ILL
East Peoria	K-JHS	8	2,500	140	4 (2)	—	51,200	600	20
Farmington	K-HS	5	1,609	90	4 (1)	18,600	26,000	1,000	150
Limestone	HS	1	1,350	88	4 (1)	13,500	15,500	650	10
Pekin	HS	2	2,800	150	10 (-)[4]	—	36,700	2,000	30

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual acquisitions are given in titles, for the current year.
[3]Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.
[4]Two Pekin High School staff members are qualified media specialists.

TABLE I-G

OCLC Use in Project School Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Orig. Input	Online Holdings[2]
East Peoria	523	43	2,599	24	3,597
Farmington	760	343	1,808	---	2,682
Limestone	491	43	2,340	---	2,939
Pekin	1,138	76	5,834	20	7,333
TOTALS	2,912	505	12,581	44	16,551

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

TABLE I-H

Special Library Full Participants in the OCLC Project

Library	Co. Type	Staff[1] (MLS)	Collection Monog.	Collection Serials	Annual[2] Acq	Annual[3] ILL
Caterpillar Business	Manuf.	8 (1)	12,000	700	550	320
Caterpillar Technical Information Center	Manuf.	9 (2)	14,200	650	1,200	800
Methodist Medical Center	Hospital	4 (2)	2,000	250	400	1,200

[1]Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2]Annual acquisitions are given for the current year.
[3]Annual ILL is given for 1980.

TABLE I-I

OCLC Use in Project Special Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Reclass	Total Uses Through June 1982 Input	Online Holdings[2]
Caterpillar Business	396	482	2,460	172	32	3,435
Caterpillar Tech. Center	154	870	727	—	91	1,101
Methodist Medical	644	288	1,730	—	60	2,722
TOTALS	1,194	1,640	4,917	172	183	7,258

[1]Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2]All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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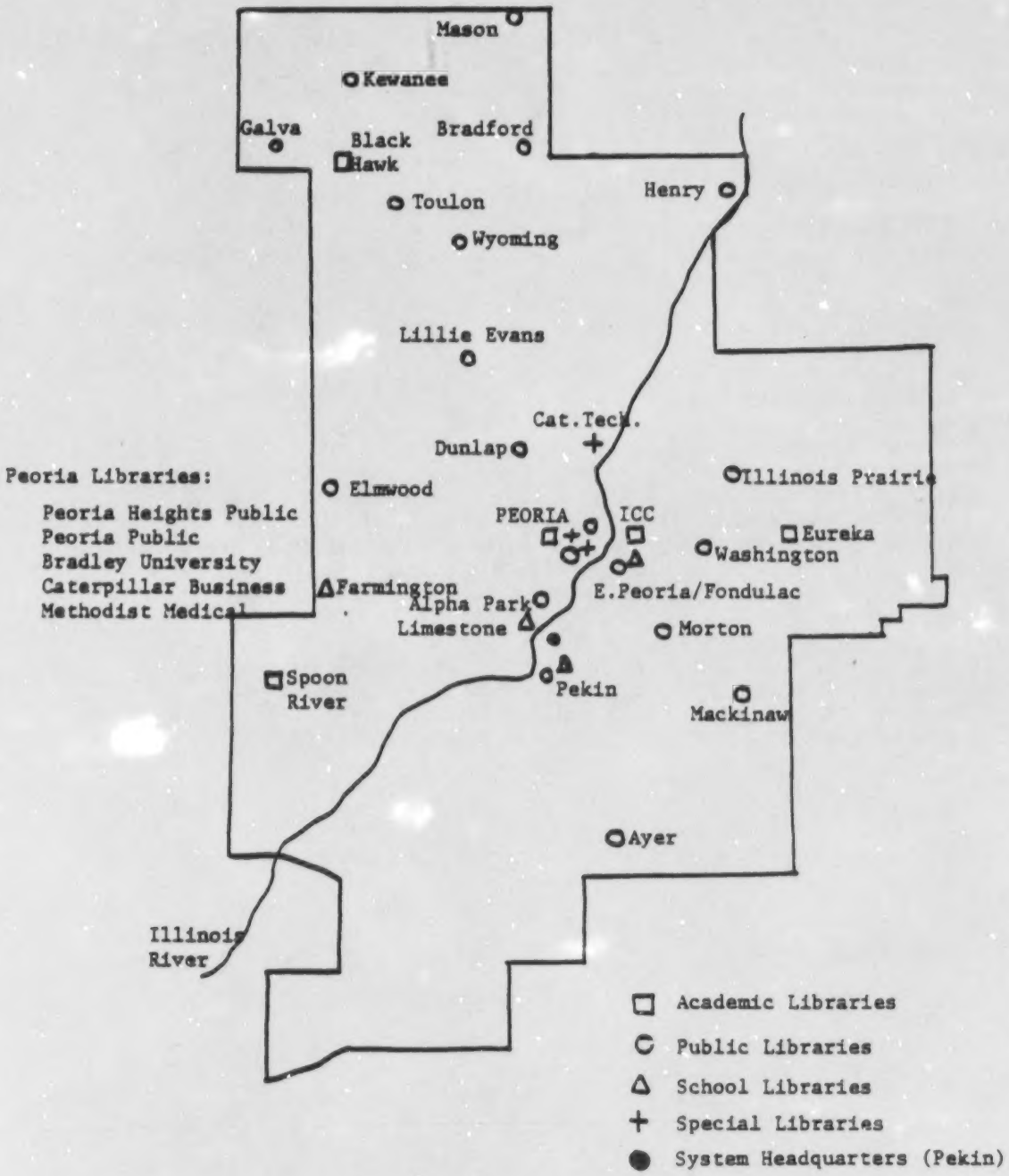
Illinois Valley Library System
OCLC Experimental Project
Participating Libraries



APPENDIX B

PUBLIC ACCESS TERMINAL SCHEDULE

Terminal #1 #6871

October 1980-March 1981	Lillie M. Evans Memorial Library (Princeville)
April 1981-September 1981	Henry Public Library
October 1981-March 1982	East Peoria Elementary School District #86
April 1982-September 1982	Wyoming Public Library
October 1982-March 1983	Pekin Public Library

Terminal #2 #6537

October 1980-March 1981	Peoria Heights Public Library
April 1981-September 1981	Illinois Central College, Learning Resources Center
October 1981-March 1982	Farmington East Unit District #324
April 1982-September 1982	Mackinaw Township Public Library
October 1982-March 1983	

Terminal #3 #6692

October 1980-March 1981	Neponset Public Library
April 1981-September 1981	Mason Memorial Library (Buda)
October 1981-March 1982	Limestone High School District #310
April 1982-September 1982	Galva Township Public Library
October 1982-March 1983	Spoon River College, Learning Resources Center (Canton)

Terminal #4 #7250

January 1981-June 1981	Melick Library, Eureka College
July 1981-December 1981	Bradford Public Library
January 1982-June 1982	Toulon Public Library
July 1982-December 1982	Fondulac Public Library District (East Peoria)

Terminal #5 #6930

March 1981-September 1981	Illinois Prairie District Library (Metamora)
October 1981-April 1982	Pekin Community High School
May 1982-October 1982	Kewanee Public Library

Terminal #6 #6594

October 1980-March 1981	Washington Public Library
April 1981-September 1981	Dunlap Public Library
October 1981-March 1982	Peoria Public Library
April 1982-September 1982	Morton Public Library

2/16/81

APPENDIX C

PROJECT BROCHURE

The following copy was used for a three-fold brochure describing the OCLC Project. The brochure design included a background photograph of stars and the Project logo. The brochure was made available to libraries all during the Project and was placed near the public access terminals.

OUR FUTURE'S ON-LINE

Through the use of a computer terminal OUR FUTURE'S ON-LINE*

Computers mean big changes for libraries . . . and for you! On-line automation expands the resources of your library by making available materials from libraries across the United States.

The capabilities of computers in libraries are virtually endless. The terminal now located in your library is connected to a computer system known as OCLC. Information on more than 6 million books, films, records, and other library materials is stored in the computer.

You use the computer terminal as you would your library's card catalog. Like the card catalog, the terminal provides you with an author, title, publisher, etc., of the item you need. The terminal also identifies the location of the book, film or record.

To find information using the terminal three strategies or SEARCHES are used. Instructions for these searches are posted near your library's terminal.

Once you have located a particular item, the terminal will tell you whether it is owned by your library. If the item is not available locally, it may be obtained from another source.

Many materials that you need can be found in the public, academic, school and special libraries of Illinois' 18 library systems. This resource sharing group known as ILLINET (Illinois Library and Information Network) also includes the materials of such special research centers as the University of Illinois and Illinois State Library. The collections of other libraries from Maine to Hawaii also can be located by using the computer terminal.

Regardless of a book or film's location, your librarian can request that the item be sent on loan.

By sharing resources, libraries in Illinois and other states are limiting unnecessary duplication of purchases while expanding their collections.

Computers are making big changes in libraries! Increased access to information, quicker response to your requests, and more efficient use of staff time are just a few of the improvements being made for you through automation. BUT IT'S ONLY THE BEGINNING. Libraries will continue to use computers to provide you with the best service possible.

OUR FUTURE'S ON-LINE

Along with other academic, public, school and special libraries, your library is participating in the Illinois Valley Library System's OCLC Experimental Project. The purpose of the Project is to determine the cost effectiveness and user benefits of computer terminals in libraries such as your own. The terminal will be located in your library for six months and then move on to another location. Although you will have direct access to the terminal for only a short time, your librarian will continue using a terminal to satisfy your information needs.

While the terminal is in your library, feel free to use it as often as you like. Don't worry about making mistakes. You cannot harm the terminal in any way. No special training is required, but if you need assistance, please ask your librarian.

* ON-LINE - direct and immediate communication with a computer.

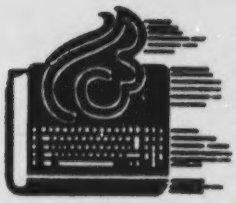
APPENDIX D

Instructional Signs for Public Access Terminals

The text below is the copy used for instructional signs which were set up near the OCLC public access terminals. The signs were printed in two colors, blue for most of the text and green for the letters to be typed on or displayed by the OCLC terminal. In the copy below, the letters that were printed in green are underlined. In addition, important words in the "Searches" sign were printed in bold face. These words were ones like "last" and "first" in the Author/Title search and the number of commas needed.

The first sign included a copy of the OCLC Project logo which is also on the cover of this report. The sign was ten inches high and forty inches across. The other three signs were twenty-one inches high and thirteen inches across. They had braces in the back to make them free-standing.

O U R F U T U R E ' S O N - L I N E



-This computer terminal can give you information on more than six million books, films, records, etc. owned by libraries throughout the country.
-To find the item you need, use the SEARCHES described on the accompanying signs.
-Don't worry about making mistakes. YOU CANNOT HARM THE TERMINAL!
-No special training is required to operate the terminal, but if you need assistance, please ask your librarian.

SEARCHES

To begin -- use one of these searches

AUTHOR/TITLE SEARCH
If you know the author and title of an item, this is the quickest way to find it.

Push HOME
Type the first 4 letters of the person's last name
Type a comma
Type the first 4 letters of the first word of the title
(Do not use a, an, or the for this word.)
Push DISPLAY REC'D
Push SEND

Examples: Simon, Neil. Plaza Suite = simo,plaz
Norwood, William. Dunction Wood = norw,dunc
Richards, Arlene. Boy Friends, Girl Friends, Just Friends = rich,boy

---

TITLE SEARCH
You can find all the books, films, records, etc. that have a particular title by following these steps.

Push HOME
Type the first 3 letters of the first word of the title
(Do not use a, an, or the for this word.)
Type a comma
Type the first 2 letters of the second word of the title
Type a comma
Type the first 2 letters of the third word of the title
Type a comma
Type the first 1 letter of the fourth word of the title
Push DISPLAY REC'D
Push SEND

Always use three commas, even though the title may have less than four words.

Examples: The Roar of the Twenties = roa,of,th,t
I Know Why the Caged Bird Sings = i,kn,wh,t
The Feminine Mystique = fem,my,,
1984 = 198,,,

AUTHOR SEARCH
You can find the works of an author, performer or playwright by following these steps

Push HOME
Type the first 4 letters of the person's last name
Type a comma
Type the first 3 letters of the person's first name
Type a comma
Type the first 1 letter of the parson's middle name (optional)
Push DISPLAY REC'D
Push SEND

Always use two commas regardless of the number of words in the person's name.

Examples: Le Guin, Ursula K. = legu,urs,k
O'Keefe, Georgia = okee,geo,
Haley, Alex = hale,ale,
Tolkein, J. R. R. = tolk,j,r

You may speed up any SEARCH above by adding the exact or approximate date of publication. Before pushing DISPLAY REC'D:

Type a slash
Type the date(s) of publication
Push DISPLAY REC'D
Push SEND

Dates may be typed in several ways:

legu,urs,k/1979	will retrieve works published in 1979
i,kn,wh,t/197?	will retrieve works published in 1970-1979
simo,plaz/1968-	will retrieve works published in 1968 and later
tolk,j,r/-1965	will retrieve works published in 1965 and earlier
198,,,/1963-65	will retrieve works published in 1963-1965

Please see the sign labeled TERMINAL REPLIES for the next step.

BEST COPY AVAILABLE

TERMINAL REPLIES

THE TERMINAL MAY GIVE THE FOLLOWING ANSWERS TO YOUR SEARCH:

1.) Information for an item may appear on the screen (author, title, publisher, etc.). This is the end of your search.

2.) The terminal may list several types of library materials (books, media, etc.) with dates of publication. Identify the material and dates that interest you and;

    Push HOME
    Type the number which appears to the left of the desired material
    Push DISPLAY REC'D
    Push SEND

3.) Several items which match your request may be listed on the screen. Find the item that interests you and:

    Push HOME
    Type the number which appears to the left of the selected item.
    Push DISPLAY REC'D
    Push SEND

4.) The terminal may reply: _____ produces more than fifty entries. Do you wish to continue this search?

    Push HOME
    Type: yes
    Push SEND

5.) The terminal may reply: REQUEST IMPOSSIBLE
Please try a different search.

6.) The terminal may reply: _____ is not in the _____ index.
Check whether the search was correctly typed or try a different search.

7.) The terminal may reply: Screen 1 of 2. This means that there is more than one screen of information.

To see the next screen:
Push HOME
Type: ns
Push DISPLAY REC'D
Push SEND

To return to the first screen:
Push HOME
Type: ps
Push DISPLAY REC'D
Push SEND

If you make a mistake at any time, push HOME and start over.

When you have found the item you want, please see the sign labeled LIBRARY CODES.

LIBRARY CODES

At the top of the screen the terminal will indicate either _ _ _ or NO HOLDINGS IN _ _ _. This three-letter symbol identifies your library. If your library owns the book and has reported it to the computer, _ _ _ will appear on the screen.

YOUR LIBRARY MAY HAVE MATERIALS NOT YET ENTERED IN THE TERMINAL. PLEASE CHECK THE CARD CATALOG OR ASK YOUR LIBRARY STAFF.

If your library does not own the item you need, you may be able to obtain it from other libraries in Illinois or throughout the country.

To find out what libraries own the item:

Push HOME
Type: dha
Push DISPLAY REC'D
Push SEND

The three-letter codes for libraries that have the book are arranged by state. These codes are listed in a pamphlet by the terminal.

The following are codes for libraries in the Illinois Valley Library System:

AGN Northern Regional Research Laboratory
IBA Bradley University Library
IBU Malick Library (Eureka College)
IDB Illinois Central College Library
IDM Illinois Valley Library System
IDS Spoon River College Library
IDT Peoria Heights Public Library
IDV Dunlap Public Library District
IDW Washington Public Library
IDX Caterpillar Tractor Company, Business Library
IDY Fondulac Public Library District (East Peoria)
IEL Parlin Public Library (Canton)
IEQ Illinois Prairie District Public Library (Metamora)
IER Mackinaw Township Library
IEV Kewanee Public Library
IEW Pekin Public Library
ILN East Peoria Elementary School District #86
IPM Morrison and Mary Wiley Public Library (Elmwood)
ISF Alpha Park Public Library District
ISG Ayer Public Library (Delavan)
ISH Caterpillar Tractor Technical Information Center
ISK Galva Township Public Library
ISP Henry Public Library
ISQ Lillie M. Evans Memorial Library (Princeville)
ISR Methodist Medical Center, Medical Library
IST Morton Public Library
ISV Neponset Public Library
ISW Toulon Public Library
ISX Wyoming Public Library
IVB Mason Memorial Library (Buda)

Note: The following library symbols were added to the sign after its printing to include libraries that joined the Project later.

IQV Pekin Community High School #303
IQX Bradford Public Library
IQY Limestone High School #310
IQZ Farmington Unit School District #324
ISY Black Hawk College, East Campus
IUX Peoria Public Library

APPENDIX E

ILL AND PUBLIC ACCESS TERMINALS
BY LIBRARY

The following figures show the interlibrary loan activity, in requests initiated, at each library which had a public access terminal. The figures include requests sent over OCLC and requests sent through IVLS headquarters on paper forms. Figures are given, where available, for the six months the public terminal was in the library and for the next twelve months thereafter. In some cases, a full twelve months has not yet passed since the public terminal was removed. Percentages give the change over the same month in the previous year. The "+" sign instead of a percentage indicates that the interlibrary loan rate for that month in the previous year was zero, so no percentage can be calculated.

Each library name is followed by a notation of its type, population served (for public libraries), the month the public terminal was installed and whether the library was normally a host or guest.

	Bradford (Public, 900, Guest, July '81)		Dunlap (Public, 4,700, Host, Apr. '81)		East Peoria (School, Guest, Oct. '81)		Eureka College (Academic, Host, Jan. '81)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	21	16.67%	75	- 40.94%	13	225.00%	54	- 10.00%
2nd month	9	80.00%	89	64.81%	0	-100.00%	80	116.22%
3rd month	12	0.00%	91	33.82%	0	+	70	337.50%
4th month	18	200.00%	94	44.62%	9	200.00%	105	2525.00%
5th month	9	- 52.63%	74	- 3.90%	9	+	8	0.00%
6th month	6	+	102	27.50%	1	- 66.67%	3	- 50.00%
After Public Access								
1st month	5	- 58.33%	99	67.80%	0	-100.00%	3	- 57.14%
2nd month	11	57.14%	69	32.69%	0	-	9	80.00%
3rd month	8	- 27.27%	81	84.09%	1	+	89	229.63%
4th month	22	100.00%	83	- 15.31%	0	-	35	- 18.60%
5th month	7	- 56.25%	68	- 31.31%	0	-100.00%	207	322.45%
6th month	21	200.00%	78	8.33%	10	- 37.50%	27	22.73%
7th month	4	- 80.95%	97	29.33%	9	- 30.77%	132	144.44%
8th month	1	- 68.89%	61	- 31.46%	9	+	188	135.00%
9th month	9	- 25.00%	78	- 14.29%	0	-	42	- 40.00%
10th month	5	- 72.22%	104	10.64%	19	111.11%	54	- 48.57%
11th month	6	- 33.33%	99	33.78%	3	- 66.67%	6	- 25.00%
12th month	4	- 33.33%	91	- 10.78%	13	1200.00%	3	0.00%

	Farmington (School, Guest, Nov. '81)		Fondulac (Public, 13,500, Host, July '82)		Galva (Public, 3,700, Guest, Apr. '82)		Henry (Public, 2,700, Guest, Apr. '81)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	31	93.75%	77	- 16.30%	102	175.68%	37	- 24.49%
2nd month	137	813.33%	83	13.70%	89	102.27%	43	65.38%
3rd month	118	93.44%	106	60.61%	50	13.64%	47	20.51%
4th month	71	73.17%	89	39.06%	145	353.13%	31	- 20.51%
5th month	86	218.52%	100	40.85%	159	165.00%	53	165.00%
6th month	29	- 42.00%	61	12.96%	32	- 63.22%	21	- 34.38%
After Public Access								
1st month	0	-100.00%	81	28.57%	53	- 8.62%	21	- 32.26%
2nd month	0	-	65	30.00%	91	89.58%	33	- 55.41%
3rd month	0	-	91	- 27.78%	26	- 27.78%	43	- 4.44%
4th month	0	-	108	31.71%	91	42.19%	40	- 56.04%
5th month	14	27.27%	82	24.24%	110	66.67%	47	- 64.12%
6th month	14	- 44.00%	100	63.93%	138	94.37%	60	1.69%
7th month	34	9.68%	53	- 31.17%	59	- 42.16%	26	- 29.73%
8th month	218	59.12%	65	- 21.69%	37	- 58.43%	26	- 39.53%
9th month	170	44.07%	80	- 24.53%	101	102.00%	30	- 36.17%
10th month	50	- 29.58%	81	- 8.99%	72	- 50.34%	26	- 16.13%
11th month	44	- 48.84%	101	1.00%	74	- 53.46%	43	- 18.87%
12th month	28	- 3.45%	70	14.75%	61	90.63%	46	119.05%

	Illinois Central Col. (Academic, Host, Apr. '81)		Illinois Prairie (Public, 18,000, Guest, Apr. '81)		Kewanee (Public, 16,400, Host, May '82)		Lillie M. Evans (Public, 1,700, Guest, Oct.' 80)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	34	61.90%	81	- 30.17%	86	65.38%	43	104.76%
2nd month	26	116.67%	87	97.73%	70	48.94%	12	- 45.45%
3rd month	18	- 45.45%	100	11.11%	97	193.94%	22	120.00%
4th month	15	- 11.76%	145	95.95%	77	165.52%	9	- 57.14%
5th month	27	58.82%	115	112.96%	86	11.69%	22	4.76%
6th month	36	71.43%	129	48.28%	103	22.62%	41	115.79%
After Public Access								
1st month	21	- 12.50%	118	- 9.23%	109	230.30%	11	- 52.17%
2nd month	22	- 46.34%	85	0.00%	49	- 18.33%	21	- 8.70%
3rd month	20	122.22%	49	- 44.96%	83	12.16%	23	35.29%
4th month	23	- 28.13%	106	523.53%	107	69.84%	17	- 39.29%
5th month	48	- 28.36%	141	90.54%	62	- 28.74%	12	- 64.71%
6th month	28	- 33.33%	123	44.71%	80	9.59%	16	- 38.46%
7th month	29	- 14.71%	139	71.60%	119	38.37%	31	- 27.91%
8th month	18	- 30.77%	128	47.13%	96	37.14%	44	266.67%
9th month	36	100.00%	129	29.00%	79	- 18.56%	41	86.36%
10th month	15	0.00%	119	- 17.93%	105	36.36%	33	266.67%
11th month	18	- 33.33%	150	30.43%	98	13.95%	39	77.27%
12th month	51	41.67%	98	- 24.03%	94	- 8.74%	26	- 36.59%

	Limestone (School, Guest, Oct. '81)		Mackinaw (Public, 2,800, Guest, Apr. '82)		Mason Memorial (Public, 700, Guest, Apr. '81)		Morton (Public, 14,200, Guest, Apr. '82)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	14	600.00%	72	118.18%	6	100.00%	161	43.75%
2nd month	3	200.00%	58	7.41%	2	100.00%	165	50.00%
3rd month	1	- 50.00%	46	109.09%	8	300.00%	211	122.11%
4th month	8	+	43	- 8.51%	5	0.00%	175	98.86%
5th month	17	+	50	8.70%	0	+	215	100.93%
6th month	7	600.00%	57	103.57%	6	200.00%	212	58.21%
After Public Access								
1st month	0	-100.00%	49	6.52%	7	133.33%	149	27.35%
2nd month	0	-	56	60.00%	0	-100.00%	156	83.53%
3rd month	0	-	42	13.51%	1	- 66.67%	139	20.87%
4th month	1	+	65	- 5.80%	4	0.00%	139	- 3.47%
5th month	5	+	76	- 24.00%	18	28.57%	207	10.70%
6th month	11	1000.00%	107	40.79%	8	- 20.00%	157	153.23%
7th month	1	- 92.86%	49	- 31.94%	11	83.33%	172	6.83%
8th month	8	166.67%	61	5.17%	7	250.00%	158	- 4.24%
9th month	1	0.00%	36	- 21.74%	10	25.00%	109	- 48.34%
10th month	5	- 37.50%	30	- 30.23%	5	0.00%	148	- 15.43%
11th month	8	- 52.94%	71	42.00%	5	+	152	- 29.30%
12th month	16	128.57%	39	- 31.58%	1	- 83.33%	158	- 25.47%

	Neponset (Public, 1,000, Guest, Oct. '80)		Pekin HS (School, Guest, Oct. '81)		Pekin Public (Public, 34,000, Host, Oct. '82)		Peoria Heights (Public, 8,200, Host, Sept. '80)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	3	+	12	300.00%	220	39.24%	31	121.43%
2nd month	2	+	16	128.57%	160	9.59%	28	47.37%
3rd month	5	+	9	80.00%	167	25.56%	37	208.33%
4th month	6	+	18	500.00%	225	38.89%	35	250.00%
5th month	5	+	10	400.00%	159	- 19.70%	33	65.00%
6th month	3	50.00%	16	700.00%	205	- 7.66%	31	63.16%
After Public Access								
1st month	0	-100.00%	7	250.00%	232	46.84%	30	30.00%
2nd month	6	+	0	-100.00%	124	- 12.68%	18	- 41.94%
3rd month	0	-	0	-	127	- 36.50%	23	4.55%
4th month	2	+	0	-	212	27.71%	24	- 27.27%
5th month	3	- 57.14%	1	+	173	6.79%	32	60.00%
6th month	3	- 66.67%	2	- 60.00%	192	39.13%	48	60.00%
7th month	4	33.33%	1	- 91.67%	250	13.64%	51	64.52%
8th month	6	200.00%	5	- 68.75%	131	- 18.13%	47	67.86%
9th month	6	20.00%	0	-100.00%	136	- 18.56%	39	5.41%
10th month	0	-100.00%	28	55.56%	N/A	N/A	44	25.71%
11th month	0	-100.00%	17	70.00%	N/A	N/A	26	- 21.21%
12th month	9	200.00%	19	18.75%	N/A	N/A	36	16.13%

	Peoria Public (Public, 124,000, Host, Oct. '81)		Spoon River (Academic, Host, Oct. '82)		Toulon (Public, 1,400, Guest, Jan. '82)		Washington (Public, 20,000, Host, Sept. '80)	
	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change	ILLs Sent	% Change
Public Access								
1st month	167	22.79%	59	0.00%	19	0.00%	157	124.29%
2nd month	161	33.06%	37	- 42.19%	11	450.00%	179	73.79%
3rd month	93	- 40.38%	40	471.43%	20	566.67%	124	29.17%
4th month	159	- 28.05%	38	46.15%	37	164.29%	97	102.08%
5th month	156	32.20%	65	- 5.80%	16	45.45%	126	113.56%
6th month	180	2.86%	30	- 37.50%	7	- 58.82%	78	- 47.30%
After Public Access								
1st month	137	- 33.17%	22	- 59.26%	17	30.77%	111	- 33.93%
2nd month	103	- 4.63%	7	- 46.15%	11	37.50%	102	- 27.66%
3rd month	165	55.66%	3	- 25.00%	3	- 70.00%	101	1.00%
4th month	137	- 4.86%	8	166.67%	14	55.56%	86	- 40.28%
5th month	170	40.50%	10	- 84.38%	23	187.50%	100	- 26.47%
6th month	151	32.46%	19	- 50.00%	8	- 20.00%	104	- 6.31%
7th month	147	- 11.98%	24	- 59.32%	15	- 21.05%	97	- 38.22%
8th month	182	13.04%	13	- 64.86%	22	100.00%	104	- 41.90%
9th month	92	- 1.08%	10	- 75.00%	7	- 65.00%	73	- 41.13%
10th month	187	17.61%	N/A	N/A	5	- 86.49%	32	- 67.01%
11th month	187	19.87%	N/A	N/A	6	- 62.50%	75	- 40.48%
12th month	202	12.22%	N/A	N/A	16	128.57%	106	35.90%

	Wyoming (Public, 1,600, Guest, Apr. '82)	
	ILLs Sent	% Change
Public Access		
1st month	43	79.17%
2nd month	19	- 20.83%
3rd month	32	23.08%
4th month	45	45.16%
5th month	14	- 41.67%
6th month	38	- 7.32%
After Public Access		
1st month	33	32.00%
2nd month	18	28.57%
3rd month	12	- 20.00%
4th month	57	235.29%
5th month	33	37.50%
6th month	25	- 3.85%
7th month	9	- 79.07%
8th month	14	- 26.32%
9th month	31	- 3.13%
10th month	28	- 37.78%
11th month	28	100.00%
12th month	23	- 39.47%

APPENDIX F

PATRON QUESTIONNAIRE

The following page is a copy of the patron questionnaire placed by the public access terminals. It was done on half-sized paper in blue ink. Unfortunately, only a few were filled out by patrons and sometimes only at the urging of library staff. For that reason, the results are not included in this report.

PUBLIC TERMINAL USE

Check all appropriate boxes

1. For what purpose did you use the terminal on this occasion?
   - ☐ To find out if this library owns a particular book
   - ☐ To find out if another library owns a particular book
   - ☐ To find out what books by a particular author this library owns
   - ☐ To find out all the books a particular person has written
   - ☐ Not looking for anything in particular just experimenting with the terminal
   - ☐ Other: _____

2. What search(es) did you use?
   - ☐ Author/title search
   - ☐ Author search
   - ☐ Title search

3. Did you find the information you searched for?
   YES ☐ NO ☐

4. If you found the book you want, do you intend to
   - ☐ Borrow that book from this library
   - ☐ Borrow that book from another IVLS library
   - ☐ Request that book on interlibrary loan

5. How easy or difficult was this terminal to use:
   - ☐ Very easy to use
   - ☐ Easy to use
   - ☐ Difficult to use
   - ☐ Very difficult to use

– (OVER) –

6. How many times have you used this terminal before?
   ☐ 0 ☐ 1-2 ☐ 3-4 ☐ 5 or more

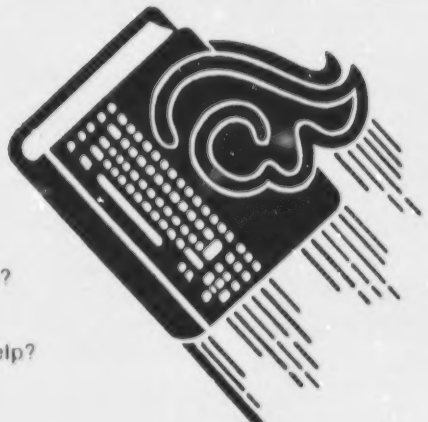
7. Will you make use of it again?
   ☐ Certainly
   ☐ Probably
   ☐ Unlikely
   ☐ Never

8. Did the library staff give you any instruction on using the terminal?
   ☐ YES ☐ NO

9. If you had difficulty using the terminal, did you ask the staff for help?
   ☐ YES ☐ NO

10. In comparison to the card catalog, is this terminal
   ☐ Easier to use
   ☐ More difficult to use
   ☐ Has better information
   ☐ Has more information

11. Should this library continue to make a terminal available?
   ☐ YES ☐ NO



Please write any other comments below

APPENDIX G

STAFF INTERVIEWS CONCERNING PUBLIC ACCESS TERMINALS

The following pages are (1) a copy of the form used as the basis of interviews conducted with library staff members after the public terminals were removed. In small libraries, all staff with any contact with the terminal were interviewed, often including the library director. In larger libraries, only those in most frequent contact with the terminal and its users were interviewed. All relevant comments were recorded.

The responses are given here in four groups by type and size of library: academic, public libraries serving 5,000 to 50,000 population, public libraries serving up to 5,000 population and school libraries. No special libraries had public access terminals.

Public Access Terminals
Library Interview

Library: _____ Date: _____

1. How do you feel about having the Public terminal? - What are the major advantages and disadvantages?

   Advantages:

   Disadvantages:

2. Did it increase or decrease your workload?

   In general:

   In public service/reference:

   In circulation:

   In interlibrary loan:

   Other areas:

3. From your observations, what was the attitude of your patrons? Did it vary with different age groups or other factors? Was there a certain type of patron that seemed to use it or dislike it?

4. In general did patrons find the terminal

   - Easy to use:

   - Difficult to use:

5. What gave the staff or patrons the most trouble in operating the terminal? Did this vary by age group or other factors?

6. Were the instruction materials adequate?
Could you suggest improvements?

7. Did most people ask for staff help?

In operating the terminal?

In understanding the display?

8. From your observations, what did your patrons use the terminal for:

To play with:

To identify or verify titles:

To locate copies in your library:

To locate copies in the area:

To locate copies for ILL:

Other:

9. Do you think having the terminal increased patron awareness of

- The local library collection

- The IVLS area resources and their availability

- The connection of this library to state and national library networks

10. Do you think the terminal influenced the board's (or governing authority's) attitude toward OCLC or library automation?

An OCLC terminal costs approximately $4,000 to buy and install. Monthly costs are $61 plus the charges for any cataloging or ILL work done on the terminal. In addition, a terminal used solely for public searches is charged $91 a month for the phone line. Given this information -

11. If you have a technical services terminal now - would it be worth it to your library to have a public access terminal permanently?

12. If you do not have any terminal now, and could have a terminal in the future, would you prefer to locate it in

- a public area

- an office area

Public Access Terminals
Library Interview

Library: Academic Libraries (3)

1. How do you feel about having the Public terminal? - What are the major advantages and disadvantages?

Advantages:

We were able to locate materials more quickly.
It provided instant help for the students and faculty.
It encouraged further, independent research by students. They no longer felt that all of the available resources were within the walls of this library.
Students and faculty could find other locations and sometimes travel there themselves to obtain materials.
Students and faculty could fill out their own interlibrary loan form, which saved the staff work and gave us more accurate information.
The students got quite good at using the terminal.
Most students still used the card catalog first and the terminal as a back-up.

Disadvantages:

Students did tend to play with it as though it were a toy.
This isn't really a disadvantage, but lines to use the terminal did tend to develop.
There was some training time required by the staff.

2. Did it increase or decrease your workload?

In general:

Yes, in terms of questions on terminal use.

In public service/reference:

Yes.
No.
Some students tried to get the terminal to do their complete assignment for them and had to be re-directed to other sources. The new toy, however, made research fun for some of them.

In circulation:

Probably no change.
No.
Yes, the terminal served as an attraction and got them to search for more books.

In interlibrary loan:

Increased.
Yes, our interlibrary loan doubled after the terminal was installed. Students were more aware of the resources and of the speed at which we could get them. However, at about this time we also began employing a full-time reference librarian who had also made a difference in interlibrary loan requests.
Definitely!

Other areas:

No responses under this item.

3. From your observations, what was the attitude of your patrons? Did it vary with different age groups or other factors? Was there a certain type of patron that seemed to use it or dislike it?

The better students were more interested than others.
People with computer background used it more.
The faculty was very positive, they liked what it could do.
The negative factor was the lack of any search besides author and title.
The terminal was included in some of our library instruction courses.
The better students used it more, but many students used it.
The younger faculty tended to use it more, but most of the users were students.
The longer it was there, the more the average students used it. Students began showing other students how to do it.
Everybody was really amazed with what it could do.
People want to continue having it in the library.
Top administrators, faculty and students all like it.

4. In general did patrons find the terminal

- Easy to use:

Yes.
Reasonably easy.
Yes.

- Difficult to use:

No one felt it was difficult.

5. What gave the staff or patrons the most trouble in operating the terminal? Did this vary by age group or other factors?

Searches they used were sometimes too broad, and they seemed to get discouraged.

6. Were the instruction materials adequate?
Could you suggest improvements?

There were more than we needed.
The program instruction booklet was only used by about two people.
There should have been a warning that the call number in the computer is not the one on the books on the shelf.

7. Did most people ask for staff help?

In operating the terminal?

Yes, on days when the terminal was not working.
No.
No.

In understanding the display?

There was more of this kind of question, pretty well balanced between understanding the screen and the holdings symbols.
About as many as you get for "what does this mean" in Reader's Guide.

8. From your observations, what did your patrons use the terminal for:

To play with:

Little.
Yes.
No, except in terms of trying to do as much as possible and experimenting with the possibilities.

To identify or verify titles:

Yes, quite a bit.
Yes.
Yes.

To locate copies in your library:

No, not for this library.
Yes.
Yes.

To locate copies in the area:

Yes, this was the most frequent type of use.
Yes.
Yes, a few.

To locate copies for ILL:

Yes, they often asked us to initiate an interlibrary loan or to call the library and verify the book was there even for reciprocal borrowing.
Yes.
Yes, they would look up the library with holdings and put them on sheets. They liked to write out their own interlibrary loan request forms.

Other:

To compile bibliographies.
To verify locations at Bradley University (the largest academic institution in the Peoria area).
They would use author searches to get all the publications by one person.

9. Do you think having the terminal increased patron awareness of

- The local library collection

Little.
In certain cases, because they had made the assumption that our library wouldn't have this book and found that it did.

- The IVLS area resources and their availability

Yes!!
Definitely! They were impressed by the number of libraries that have things.

- The connection of this library to state and national library networks

Definitely, the faculty was impressed by this as much as the students.
Yes.
Yes, before this they hadn't really understood the interlibrary loan idea.

10. Do you think the terminal influenced the board's (or governing authority's) attitude toward OCLC or library automation?

We did a demonstration for the board. They had been confused about data bases. Their response to this was very strong and I think it may have turned some of their ideas around on automation. I think they are more positive now. This may be helpful for getting support for our circulation system.
The dean was already enthusiastic, and he used the terminal a lot. People who see it think it's neat.
Yes, it had a positive influence.

An OCLC terminal costs approximately $4,000 to buy and install. Monthly costs are $61 plus the charges for any cataloging or ILL work done on the terminal. In addition, a terminal used solely for public searches is charged $91 a month for the phone line. Given this information -

11. If you have a technical services terminal now - would it be worth it to your library to have a public access terminal permanently?

    Yes, but the administrators may not agree.
    This would have to be done on a priority basis. A microcomputer is much higher up on our list (for on-line data base searching and word processing). If we had the money, it would be worth it.
    Yes, we have more than enough work for one terminal (what the library now has). It is better than reference tools as an option for spending our money. It is better for the needs of our students. Reference does interlibrary loan work and it is very helpful to be able to verify ILL requests with the patron. Now it is slower and more cumbersome to do interlibrary loan without the public terminal.

12. If you do not have any terminal now, and could have a terminal in the future, would you prefer to locate it in

    - a public area

    - an office area

Public Access Terminals
Library Interview

Library: Public Libraries (0 - 5,000 population) (10)

1. How do you feel about having the Public terminal? - What are the major advantages and disadvantages?

Advantages:

It was good for looking up books.
For the patron, interlibrary loan was so fast, it cut the time in half. A lot of patron comments showed that that's important to our patrons. Because of the ease of interlibrary loan (and because patrons could see how easy it was) patrons were less apologetic about asking and more willing to ask.
For cataloging it saved the staff travel time to have a terminal in-house. It was good for time savings and for morale. It was nice to be able to check on the class numbers for similar books before assigning ours.
The best things for the patrons was getting a list of everything an author wrote.
The heaviest use was for these bibliographies by authors.
There was limited title searching.
I'm sorry we didn't have more time to sell it more aggressively.
Patrons got to see what was going on, what was available.
Patrons understand interlibrary loan better, before it was a nebulous concept to them.
The biggest advantage was the freer use of interlibrary loan, because patrons were aware of access.
Could look up book for staff or patron right then and there. Find information about book or send for book.
People appreciated what they could find.
Having the terminal was good. People would say they wanted to get an item while the terminal was there. For interlibrary loan purposes we could see who had an item and then determine how long it would take for us to get the item. If it was a System library we could determine fairly accurately when we could expect to get it.
Patrons became aware of interlibrary loan and the extent to which they can borrow books.
Loved it. When it worked. More people came into the library.
"Great having it there."
The searching and interlibrary loan capabilities were the greatest advantages.

Disadvantages:

There's only one staff person here, and I had no time to handle it all properly.
The children played with it. There was more noise because of their playing.
As a minor problem, we had trouble getting people out at closing time.

Searching for locations was not much help for the patron or library.
There was not enough staff time for training people to use it.
OCLC is not user-friendly.
The kids playing with it was a problem, kids mostly did just play with it.
"I'm glad it's gone" because of the hassle with the kids.
Space limitations in the library. The terminal was by the door in the winter and it's cold by the door.
Patron problem. Because there is only one staff member here it was hard to use because of phone or if someone wanted to use it, librarian had to stop her work and help the patron.
Down time. All the problems we had with the terminal. Patrons did not get to use because librarians had to use it so much when the terminal was working.
We had a lot of down time. Kids wanted to use it as a toy in the beginning.
Small library has limited staff. Sometimes it took staff from jobs they needed to do. Sometimes it was impossible to give patrons the help with the terminal they needed because of the limited time the staff had to get their regular jobs. It was a nuisance because the kids would fool around and this took staff away from jobs they needed to be doing.
A lot of terminal problems. Down time.

2. Did it increase or decrease your workload?

In general:

Definitely, but it might not if I got more used to it.
There were people in the library that wouldn't normally be in.
Broke even.
Increased the workload.
The librarian felt they were doing more but that it was not a real increase in the workload.
Yes.
Patrons would help each other.
They felt it decreased their workload because they did not have to use Books in Print to verify. They felt it was a useful searching tool because it established ownership for interlibrary loan purposes.

In public service/reference:

Not particularly.
There was no increase of reference questions.
It increased orientation needs.
There was increased high school use of the library, it pulled more kids in and made them more aware of what our library has.
It increased the workload, but the time needed was about the same or even less.
Increase.
Increased slightly in public service/reference.

Increased because more things were requested and that required more work.
The workload was the same in public service/reference. People who used the terminal were the people who had used interlibrary loan before.
No.
Name Authority not explained early on to the staff so they used terminal only as verification tool for patron.

In circulation:

No.
Hard to tell, probably not.
Yes, but again it increased the amount of work but not the time needed to do it.
I doubt it.
Increased some.
Yes.
The workload stayed the same in circulation.
Yes. Certain people found material by favorite authors.
No increase. Made delivery of items faster.

In interlibrary loan:

Yes, and it increased the time needed because of updating and for requests particularly when there were lots of editions.
Yes, at the peak it took us about an hour a day to do interlibrary loan. The circ statistics for interlibrary loan are higher.
Yes, it increased.
Yes.
About the same.
It increased interlibrary loan workload. The staff had to search for records and then figure out who owned the item which took up a lot of staff time.
Interlibrary loan increased in volume. Verification was easier and quicker with the terminal.
In interlibrary loan it did not make that much of a difference in staff workload. Library users used it so it did not make a difference.
Would have increased ILL but there was too much down time.
Increased workload.

Other areas:

It lightened the workload enough in book processing to make up for the extra interlibrary loan time.
Decreased workload in ordering catalog cards.
It took a lot of staff time to explain how to use the terminal.
Record keeping increased because of the Project. (eg. the statistics sheets.)
Ordering. It saved time in ordering till it broke down.
They felt there was no additional increase in their workload in other areas. It simplified things for them in some areas such as cataloging.

3. From your observations, what was the attitude of your patrons? Did it vary with different age groups or other factors? Was there a certain type of patron that seemed to use it or dislike it?

There was no negative reaction. They were pleased because it was a computer.
Generally the reaction was positive, people were impressed.
Younger people were more interested generally.
We didn't have any negative remarks.
The kids were comfortable with it.
There was little interest by the older people.
Adults were a little more reluctant than kids, "Sometimes we'd see them just staring at it."
Interest was general and wide-spread.
Some younger kids would want to play games or to change programs.
The twelve-sixteen group really know how to use. Adults let the staff do it.
Young people more interested and used it more. Adults were more apprehensive about using it. "You show me how to do it."
Younger patrons more willing to use the terminal. Older people were hesitant to try it.
Older patrons were reluctant to use the terminal. They would ask the staff to do it for them. Young people are all in favor of it. Many younger patrons wanted to know when they were going to get the terminal back.
Younger elementary school students liked it. Older people were impressed with it. Later she stated during another question that older people wanted it shown to them. Older people did not want to operate the terminal themselves.
Older people looked at and thought it was neat. Kids loved it. It was their first taste of computers.
They had one staff member who disapproved of the terminal. She refused to use it. Older people disliked it. Younger people like to use it. When teacher brought classes over the kids would like to use it. Older people let staff use it for them.
Since the terminal was kept in an office some people felt inhibited to use it.

4. In general did patrons find the terminal

- Easy to use:

Yes, nobody walked away.
Fairly easy, sometimes they needed some reassurance that they wouldn't hurt it, or were doing it right.
Moderately difficult but not impossible. It required some perseverance.
Yes, it was not so much that it was difficult to use but that some people were afraid of the computer.
Yes, because of instruction cards. All they did was search.
Yes.

The librarian felt most people found the terminal easy to use. These are the people who would sit down and try to use themselves.
People who were interested in using it did not have much difficulty using it.
Yes.
Younger people especially found the terminal easy to use.

- Difficult to use:

No response.

5. What gave the staff or patrons the most trouble in operating the terminal? Did this vary by age group or other factors?

Older people have a little trouble operating it at first.
Understanding the terminal screen and using it.
Nothing.
Perhaps finding the item in an extended search.
Down time. Terminal problems.
The librarian felt there were few problems in operating the terminal. Some people wanted to know where the comma was. She also felt people had problems understanding the search menus. Many people would ask what they had got when they received a search screen.
How to display holdings was difficult for the patrons to understand. The factor was how much staff time was available to spend with a patron.
Terminal itself was easy to operate. They found it easy to use if they followed the directions on the signs. The hardest thing was to muddle through the searching menus.
Nothing.

6. Were the instruction materials adequate?
Could you suggest improvements?

They were ok.
They were good.
Having three boards for the signs was complicated idea.
Our display area was too small. The boards needed to be numbered.
The materials were adequate, but the "ps" command use should have been explained better.
Yes!
No improvements.
Yes the instructions were adequate. It took me longer to catch on to the material than the patrons.
The librarian felt the instruction material was adequate.
For the most part the instructional material was adequate. She found some patrons who wanted staff help. These patrons did not want to read the signs. Students would read but most adults would not read the signs or even try to use the terminal on their own. Adults wanted it demonstrated.

The librarian found the instructions hard to understand at first. She said it was possible her apprehension which kept her from understanding the instructions. She could not suggest improvements.
The instructions were adequate. They especially liked the examples. Space at the library to display the signs caused problems because of the limited amount of room in the area where the terminal was kept.

7. Did most people ask for staff help?

In operating the terminal?

No, except for older people who had a little trouble.
No.
Mechanics of the terminal were not a problem.
Some.
Yes. But when they were shown the instruction material, where everything was right there, they used it.
Both the staff members agreed that most people wanted help in operating the terminal.
Yes. Many asked for staff help at least the first time they tried to use the terminal. A few used on their own.
Yes!!
Yes. "Most are afraid of computers and just did not want to touch it."
Yes. Especially in the beginning. After a while the kids would help each other to use the terminal.
No.
Yes because the staff were always there to help. Staff at the library are very involved with patrons.
People asked if they needed help.

In understanding the display?

It was mostly ok, they understood the display.
It's too bad OCLC can't have special public use displays.
This was much more difficult, they needed help and didn't understand it well at all.
Yes, particularly in the menus and the procedure to get holdings and to go back in a search.
Not a lot.
No.
Most patrons did not understand the display but once it was explained to them they were not bothered by it.
Some people had problems understanding search screens. Many older people.
Yes some people found the display hard to understand.
The staff had to explain the display at first. They told the patron where to look for the information they needed.
The staff offered explanation of display so people were aware of what they were seeing.

8. From your observations, what did your patrons use the terminal for:

To play with:

Yes, school children constructed mazes on the screen and ran the cursor through them.
Yes.
Yes the kids, a lot.
Yes.
Yes.
Some wanted to see what it could do.
Young people played with in the beginning.
Mainly to look up items to see if they would be able to find the item.
Some playing.
No.
A few kids played with the terminal.

To identify or verify titles:

Yes. Through the library staff generally, although some would do it on their own.
Yes, particularly by author.
Yes.
Yes.
Yes. They used it to identify both authors and titles.
Yes.
Yes. They wanted to see which states had cataloged a work and how many different languages a work was translated into.
Yes. They also used the terminal to find other books by an author.

To locate copies in your library:

Yes.
No, they're not interested in that.
Much less for this, this use was done only by proficient users.
No.
Yes.
No.
Patrons did not use the terminal to locate things in the collection. They used card catalog or asked staff. They had not done much of their retro.
It took up staff time to explain that just because the terminal did not indicate that the library owned the book, it did not mean the book was not at the library.
They would pick out a book in the collection to see if they could find it on the computer but they did not try to locate title to see if the library owned the book.
No. The patrons used the card catalog to locate copies.

To locate copies in the area:

Yes, for ordering through interlibrary loan not reciprocal borrowing.
Yes, for reciprocal borrowing.
No.
A very few, would rather have the library get them than go personally to another library, unless they are in a hurry.
Yes.
Yes.
Yes.
Yes.
Yes. Our small library even called other local libraries to get the book for the patron before they had ILL training.
Yes.

To locate copies for ILL:

Yes, they would write out the places for us.
Yes!
Yes, they were impressed by the fact that they could get books from other states. They were not so impressed by local holdings.
Yes.
Yes.
Yes. They wanted to see who owned the items.
Yes.
Yes. Patrons would think they had to order item by interlibrary loan when in fact the library did have them. It took a lot of staff time to explain the 5 year retro conversion.
Yes.
Yes.

Other:

Author searches to find all the titles an author wrote.
They would try for subjects by using title searches.
To find all the books by an author.
We wanted to use the name authority file, but couldn't remember how to do it.
They really wanted subject access.
To locate all the books by one author.
Many people thought they would look up things by subject. It took staff time to explain that they could not.
Used Name Authority file to find out other names used by an author.

9. Do you think having the terminal increased patron awareness of

- The local library collection

No.
No.
Only slightly, if at all.

Yes, because they come in the library.
I doubt it. More likely to ask librarian or go to card catalog. They looked for things we did not have.
Yes.
"Not aware if it did."
Yes. "I think so."
Yes.
"Don't know what to say. People browse here a lot so don't think it did."

- The IVLS area resources and their availability

Yes.
Yes.
Not really.
Yes.
Yes.
Yes. Increased patron awareness of interlibrary loan.
Yes! Patrons would go to another local public library to get an item. Patrons became aware of holdings in the universities in the area.
Yes.
"I hope so."
Yes! But we still have a long way to go.
Yes.

- The connection of this library to state and national library networks

Only a couple.
Don't really know, I don't think they thought about it as long as they got their books. Mostly it was just the pleasure in getting the book.
Yes, very much. We gave demonstrations to school classes. They were impressed with the tie-in with other libraries and our ability to borrow.
Some, yes. Some don't care as long as they get the book.
Yes.
A few patrons became aware they could borrow within the state as well as out of state. This was true of patrons interested in technical material.
We borrowed items from out of state. Patrons were fascinated when books came from Florida and Ohio.
Yes.
Yes! Especially patrons who work with genealogy and the history of a town.
Yes. It also made people aware of what the local library had. We received a lot of out of state paper requests. We even received a phone request from California!

10. Do you think the terminal influenced the board's (or governing authority's) attitude toward OCLC or library automation?

It made no difference.

Both the board and the director would have had a different feeling about keeping OCLC if we had had the public terminal earlier in the Project. As the director, I would have pushed harder to keep it and the board might have tried to find some way to get the money.

Yes a little. They were impressed by the activity. One board member's daughter was a heavy user.

Yes, especially the demonstration of what it could do. The fact that interlibrary loan went up and increased in speed was the most influential factor. It increased community awareness.

In favor of it to begin with, but cost-wise prohibitive to keep. Problem patron was discouraging.

It did influence the Board that this is the coming thing.

Yes. The Board realized this was the way it was going and would be the thing. They liked the fact that interlibrary loan picked up.

"I do not think so. Most of the Board members did not pay attention to it."

"The Board is more aware of automation and what it could do and its limitations."

Board was positive that OCLC is a good thing. It was a financial concern that influenced their decision. Money-wise OCLC is too expensive, the Board felt.

An OCLC terminal costs approximately $4,000 to buy and install. Monthly costs are $61 plus the charges for any cataloging or ILL work done on the terminal. In addition, a terminal used solely for public searches is charged $91 a month for the phone line. Given this information -

11. If you have a technical services terminal now - would it be worth it to your library to have a public access terminal permanently?

No. Theoretically I would like one, but not as things are now (financially).

No.

Not applicable. If they did have one terminal they would probably not get a second.

Does not apply. If it did apply the answer would be no because we would not be able financially to support two terminals.

Not applicable.

This question does not apply.

Not applicable.

12. If you do not have any terminal now, and could have a terminal in the future, would you prefer to locate it in

- a public area

Yes, the interruptions by the patrons were pleasant.

Yes.

Yes, when it's not in use by the staff.

If patrons could learn to operate and there was a way to get around the problem patron, would like to have it there. But really would prefer an office area if the library had an office.

The library does not have an office area but they would prefer to have the terminal in a public area.

They would locate a terminal in a public area even if they do not use it as public access terminal because patrons would ask questions and increase use of the terminal. The librarian said, "It would cause patrons to be aware that we are trying to give them better service."

Yes. Behind the Reference Desk which they felt in their library is a public area.

Yes, a public area would be nice location because there would be more room.

- an office area

For work.

Now that we have had it out here, maybe it would be better to have it back in the office since people know about it now. Ideally, if people could use it right, it could save a lot of time for them to use it. It's good PR, less intimidating than the card catalog. The card catalog is hard because people can't spell or alphabetize also because it's big and impersonal.

They would like to locate a terminal, if they had one, in an office area. Because of cost of terminal, she felt the terminal should be located in an office area. She also felt the patrons would be better served if the terminal was located in an office area. The staff would not want to police the terminal all the time.

The staff felt it should be located in an office area. Both librarians were torn between a public area and an office area because they could see good use in both places.

ADDITIONAL COMMENTS:

Now that the public access terminal is gone, we are worried about how to handle people who want to use the technical services terminal that is in our office.

Only one younger patron tried to use the terminal on his own. Most patrons asked if they were using the terminal correctly. After figuring out the dispaly, most patrons commented that they did not realize how much information could be obtained about a book.

If a library could afford a terminal it would be worth while. The problem that we face in making a decision to get a terminal is the cost factor. Inflation is making the amount of money we have available for everyday operations smaller and smaller.

If we had a public access terminal we feel it would decrease the staff's workload because the patrons could be taught to verify titles and even what libraries owned them for interlibrary loan. This would be true especially of students at term paper time.

Both staff members felt the public access terminal had been a good thing.

"We missed it a lot after it left." The staff felt it was great to use for their work. Batching work to go to the host library was difficult. It can hold up a book for a long time.

One staff person was unhappy with the terminal. Most people found having the terminal a good experience.

Because the terminal was temporary they placed it where they did. If they got a terminal they would like to find a better place for it. That is if they could afford it.

Interlibrary loan was a difficulty for the library after the terminal left. The host library was reluctant to check their message file. The guest library did not have the staff time to travel to the host twice a week to check the file. This made them feel they were not as involved with interlibrary loan as they wanted to be.

Public Access Terminals
Library Interview

Library: Public Libraries (5,000 + population) (5)

1. How do you feel about having the Public terminal? - What are the major advantages and disadvantages?

Advantages:

It was handy to have the terminal out by the reference desk and not to have to go to the back room and leave the patron to get an answer.
It was good for reference work.
Good for my own professional development.
For staff use, it was helpful in locating new titles in our own library because of the filing backlog.
For books not in BIP it was a good verification tool.
We didn't use it so much for our own books as for others.
People became more aware that we can get material.
There was a general curiousity about it.
It was constantly being used.
The public loved it.
Patrons could fill out their own interlibrary loan forms.
There was some reference use by the staff.
Fine!
Voluntary use. They did not have to use. The patrons could use if they wanted to use.
Many patrons thought it was a great tool to have, they would say things like "Oh! How wonderful."
Increased public awareness of ILL and resource sharing. Demonstrated that public library is keeping current with latest technology. Increased number of junior high and high school students using the library. Easier, faster to use than BIP for verification.

Disadvantages:

It led to the first fight we ever had in the library, by some fourth grade kids.
For multiple editions, it was hard to find which one our library has.
There was some abuse from the kids, they used it as a game.
The public liked to use it, but the kids really grasped what it was for.
People would go there instead of the card catalog (and our holdings were not all in the terminal).
People sometimes found it frustrating.
Older people don't like to ask questions (but this is not just with the terminal they also have this problem with the card catalog).
Children tended to play with it.
Children who knew how to use the micros tried to make it do graphics and things like that.
The children were staying at it for a long time.

Some patrons would have preferred if it replaced the card catalog. Older people did not seem to want to use. No, it was the way the staff approached the patron that seemed to make a difference in whether or not the patron wanted to use.
Children used it as a plaything and monopolized it, use should have been restricted. Too expensive to consider as a permanent addition to our library. Too much staff time spent in helping with use. Slowed down the other terminal.

2. Did it increase or decrease your workload?

In general:

Yes, we had to help people with it, but this was not really a problem.
It increased workload somewhat but not in a negative sense. There were trade offs. Staff had to show many patrons how to use. This took time from other things but not in a negative way.
It did increase workload moderately in the time it took to explain procedures and help user get started.

In public service/reference:

No, I don't think so but it might have stimulated it.
No.
It helped with reference but did not increase the amount of reference.
Really did not apply. So much about the system they did not know. Were getting comfortable by the time the terminal left.
Once patron learned how to use terminal they could do their own searching, especially genealogical titles.

In circulation:

Yes.
No.
Not really, it might have been the reverse. Things which didn't have our symbol, they thought weren't in our library.
Not enough of their holdings input to be a factor they felt.
Since terminal was located next to circulation desk it added to workload of staff there if they took time to explain or demonstrate use.

In interlibrary loan:

Yes.
No, patrons already used interlibrary loan a lot.
People were going to ask for the books anyway, so the increase was not due to the public access terminal.
Yes, we went from 38 interlibrary loans to 142 a month in two months.

It broadened the base of those who were asking for interlibrary loans, such as businessmen. Once they began, we got a lot of return use. Before this just one group of people were using interlibrary loan.
Increased ILL. People seemed to finally see how the ILL process worked.
Once a patron learned how to use terminal he/she could carry on their own searches. It did increase the number of ILL transactions.

Other areas:

There was some decrease in our workload because we could verify things more quickly.
Yes, because of the staff time it took to explain it.
Help in book selection. Since they are expecting call numbers on records she could find materials to see if they owned.

3. From your observations, what was the attitude of your patrons? Did it vary with different age groups or other factors? Was there a certain type of patron that seemed to use it or dislike it?

Kids take to it more easily maybe.
There were fewer questions than we anticipated overall.
Adults were interested in subject access.
Older people were more slow and careful.
Older people were reluctant to try it, but once on it they loved it.
College age and younger twenties people just accepted it as normal.
The kids loved it.
They felt the attitude varied by age with younger people who were used to computers being more comfortable than older people who had trouble reading and following directions and in understanding the keyboard.
People who filled out the sheets usually gave a favorable response.
People who used it liked it and were sorry when it left. One staff member tells them they can use the Bradley University public access terminal after 4:00 p.m.
Patrons were interested, intrigued and positive. Attitude varied with age group - adults found it useful, students found it interesting, elementary age mainly played with it. Students used it the most. Older patrons who mastered use of terminal felt a sense of accomplishment and often showed their friends/acquaintances how to use it. Many older patrons ignored it.

4. In general did patrons find the terminal

- Easy to use:

Yes.
Yes, if it worked it seemed simple.

Those people who had computer experience could handle the terminal with little instruction. They would ask for help when they did not understand the response.
Yes.

- Difficult to use:

Difficult, except for junior high school students that got exposed to it at a local school (also part of the Project with a public access terminal).
Yes, even following the instructions some patrons had problems.
Yes, when the system was not responding.
People with computer experience had more problems because they were trying to make it work the same way their computers did. For instance, they would put in "y" instead of "yes."
Locating the key for the comma caused a lot of problems.
One person suggested a colored key for the comma with the instruction, "Hit the red key." OCLC messages are too blunt. They make the patron feel dumb.

5. What gave the staff or patrons the most trouble in operating the terminal? Did this vary by age group or other factors?

Constructing the search key, and having to be exact.
Responses that were not diagnostic.
Punctuation of the search keys. The way the signs were arranged made the patron have to search around too much. (They admitted this could have been rearranged better. Pointed out they had no input in the placement of the signs.) Like signs in large print for older patron but felt something on one card would have been helpful also.
Some patrons wanted procedures demonstrated rather than reading directions step-by-step.
Clearing the screen improperly - then librarian having to log on again.

6. Were the instruction materials adequate?
Could you suggest improvements?

They needed to know how to clear the screen.
Yes, people figured it out.
There was so much of it, but the patrons waded through it just fine.
Instructions were clear.
It's too bad that we have to have all of that. The problem is that OCLC should be simpler.
They needed more explanation of the message they get back when they make an error, not just "message not clear."
They had some problems getting back to the bibliographic record from the holdings, or retracing their steps in general!
Very good but... All on one card. One small card. Large signs got knocked over. People needed room for their notebooks. Reference desk was not a good place for terminal need a table of its own. There was a lot of learning from the people who were using the terminal. People would come up and watch to find out how to use.

People would have liked to sit down to use.
Directions on the signs were well thought out.
Yes, very good.
None.

7. Did most people ask for staff help?

Answers varied. A lot did not ask. Some asked the first time. Hard to know who needed help but did not ask.
No.

In operating the terminal?

They had problems with shift and control keys.
Yes.
Comma. A lot of things I've already covered.
Occasionally.

In understanding the display?

Yes, "DH" was a problem.
Yes, they tried to do subject searches by the lines of the bibliographic record.
Eventually they seemed to pick it out, there weren't any questions.
After the beginning, they just ignored the top of the screen.
On the bibliographic record they still wanted to choose a line number.
Not many people asked to have the display explained. They realized other people used things like fixed field, etc.
No.

8. From your observations, what did your patrons use the terminal for:

To play with:

Yes.
Yes, the kids did.
Yes.
Yes. Messages. Problem with some people. They had to tell one person they had to turn it off at 4:00 p.m. one day to get them to go.
Yes.

To identify or verify titles:

Sometimes.
Yes.
Yes, lots.
Yes. Staff at reference desk found this helpful.
Greatest use.

To locate copies in your library:

Yes, to some extent.
Some, except on real current titles.
Yes.
They would have liked to, but we cautioned them to use the card catalog. They would rather have used the terminal. It's a toy, and with the terminal they don't have to fish through all those cards or understand the filing order.
People wanted to use it for this and found it disappointing that they could not find local holdings.
Very little.

To locate copies in the area:

Yes! So they can go and get it.
Yes, they usually asked the library to get it. Sometimes they would pick it up themselves if they're in a rush.
Yes, to pick it up themselves if they're in a hurry or they regularly go there anyway. Some would plan ahead for trips to other libraries.
Yes, people would go to other libraries to get material.
Very little.

To locate copies for ILL:

Yes (but their information was often incorrect).
Yes! They filled out the forms themselves.
Yes. See above.
Some use.

Other:

To find out all an author's works.
Kids would use it, not so much for library uses but for computer literacy, to experiment with. This was not exactly play.
People would use it to see what it would do, to satisfy their curiousity, just to make it work.
To find everything an author has written.
They would try to find subjects.
Children used it to look up something they actually had in their hand, to see how it works. Maybe later they will get the idea that it's a tool.
Kids would show others how to use it. We would hear discouraging comments like "this doesn't do anything fun...", "that's all it does."
One patron used it to catalog his collection of books dealing with photography.
Find all the titles of an individual author.

9. Do you think having the terminal increased patron awareness of

- The local library collection

No.
Yes, for new items.
It's hard to tell, we just moved into a new building and that increased their awareness of our collection.
Awareness of deficiencies. Became more aware as the retrospective conversion project progressed. Never really used for looking for our holdings. Staff had to tell many patrons their holdings not entered yet.
Yes.

- The IVLS area resources and their availability

Yes.
There's no real curiousity about this, they assume when we get a book locally that we get it from Peoria Public Library (the largest local public library).
Yes.
Definitely! Made them aware of ILL and just what it is about.
Yes.

- The connection of this library to state and national library networks

Yes.
Possibly, they're really already used to it.
Yes, they stressed that in their talk, they could actually see how they got the book. They are impressed with the fact that they can get books from all over. The general public had no idea before that our library was going all over to get books.
More importantly, it showed that our library was in the swing of things. It built up our image and our status.
Yes. But they lost their participating libraries code book for awhile which made it difficult for them to use. When it was replaced, they keep it in work room so it wouldn't disappear.
Yes. Definitely know that the terminal increased patron awareness of not only our own collection, but the larger connection of library resources.

10. Do you think the terminal influenced the board's (or governing authority's) attitude toward OCLC or library automation?

It had no effect because of the timing (the decision had already been made before the public access terminal was installed).
Maybe it was just a reinforcement.
It did emphasize people's interest in interlibrary loan.
Yes, about half of them came in and learned to use it. Besides that, others heard from other people that had used it. It strengthened their commitment. Also, one of our board members works in the library and she used it regularly.

Do not know. People have asked when they will be getting the terminal back. Patrons have been surprised that the terminal is gone! They are not sure if the Board is aware of the patron's concerns. Administration has been informed of the patron's comments.
Not significantly.

An OCLC terminal costs approximately $4,000 to buy and install. Monthly costs are $61 plus the charges for any cataloging or ILL work done on the terminal. In addition, a terminal used solely for public searches is charged $91 a month for the phone line. Given this information -

11. If you have a technical services terminal now - would it be worth it to your library to have a public access terminal permanently?

No, unless it can do more things.
It would be worth the money if the budget permitted it and if the technical services terminal was in full-time use by the staff. The circulation terminal (to be installed in a year or so) would serve a similar purpose.
Doubt if they would be given the funds for a public access terminal. They have no control over the budget. They see public getting access through DataPhase. It would not be cost efficient to have both.
Probably not. However after the removal of the terminal we were surprised at the number of people that inquired about it. If we had the terminal during the winter months, I feel certain greater use would have been made of it by students.

12. If you do not have any terminal now, and could have a terminal in the future, would you prefer to locate it in

- a public area

- an office area

Yes.
We would prefer it there since we couldn't get our own work done if there was heavy public use.
It is best to have the one terminal they have now where it it.

ADDITIONAL COMMENTS:

Our policy was not to interfere unless the patron asked for help or is really frustrated.
It was not really a staff distraction, and kids were a problem only a few times.
We would like to add a response to our future circulation system searches to remind the patrons of our access to OCLC. Something like "This library also belongs to a network of 4,000 libraries in the United States. Please ask the librarian to find this book for you."

Wish there had been more training aids. He would prefer to see a manual. Some felt staff needed more training. Some felt the patrons needed instruction. Workshops for both staff and patrons were suggested. Staff could give regular demonstrations.

The keyboard is very intimidating. The people at OCLC need to make the keyboard easier to use.

Public Access Terminals
Library Interview

Library: School Libraries (4)

1. How do you feel about having the Public terminal? - What are the major advantages and disadvantages?

Advantages:

"I want it!" "Kids want it." It is a good tool for locating books in other libraries both for interlibrary loan and for going to other libraries to get. Name address file good for locating information about vendors. Good tool for getting information about books you want to order such as ISBN's, etc.

Made students and faculty curious about how it worked enough to sit down and try to use.

There was no time to treat as a Public Access terminal because of the work that needed to be done. Aroused interest of both the students and faculty.

Gave access to so many varied materials we normally wouldn't have access to. It increased the speed of interlibrary loan. Attracted attention to library and what it could do. Public relations a plus.

Disadvantages:

It would be nice if the records had local call numbers. Indexing is poor in some areas so must use more than one search key to find some items. Need a way for ILL file to be checked while we are on summer vacation.

The staff was pushing to get their retrospective conversion done so the staff and students did not have a lot of time to use the terminal. Staff also used the terminal a lot for ILL. There was a lot of down time and the staff and students could not wait for the terminal to come up. The staff did not have the time to teach them to use the terminal.

Time needed to explain OCLC to people. [Interviewer's Comment: I think she means what OCLC is about not how to use the terminal.]

Down time!!! We had scheduled a demonstration for the public and had to cancel because the system was taken down early that day.

2. Did it increase or decrease your workload?

In general:

Increased workload because had to explain how terminal worked. This was decreasing the longer we had terminal.

Yes.

[Interviewer's Comment: I think she felt one area which increased like ILL was compensated for by other areas like cataloging.]

Increased workload. Not sure how much because she had to readjust things (eg. not as much time cataloging because of OCLC but more time with ILL)

In public service/reference:

A little use but decreased the time it took to find information such as vendor address, etc.
A little.
No increase. The librarian did not know how she might use OCLC in this area.
Searched OCLC for vendor information for department head which increased work for her but saved the department head time.

In circulation:

Slightly. Kids would find out that the library held an item but it was not at East Campus. Increased circulation slightly between campuses. Increased because of the increase in ILL.
Yes.
Yes there was an increase because of the vast amount of interlibrary loan but this she felt was an advantage to having the terminal.
Did not feel this applied. Students never made the connection that they could use this to find things in the Jr. High collection.

In interlibrary loan:

Increased a lot. The kids got things they specifically wanted.
Yes a lot.
Very large increase in workload.
Yes. Both in terms of students and staff.

Other areas:

Could not think of any other area as far as Public Access was concerned. During school hours this terminal was used as much as possible as a Public Access terminal.
Saved typing time for cataloging. Saved time in sorting of cards since cards came sorted for a divided catalog and vendor cards had not.
Decreased the workload in cataloging. Saves time in typing, writing out instructions, etc.
Increased training time allowed for both students and staff.

3. From your observations, what was the attitude of your patrons? Did it vary with different age groups or other factors? Was there a certain type of patron that seemed to use it or dislike it?

The terminal was used some by the faculty but not by many people. The students used it a lot with no age using it more. All kinds of students used the terminal from the sharpies, which the librarian expected, to students in special education classes.

They could not see that anyone disliked it. The students liked it because they could write papers on subjects they like rather than on subjects the library had material on.
Attitudes varied by type of person rather than by age. Some people would give the librarian the information and walk away. Others wanted to see how the terminal worked and would stay and watch her use it. She encouraged people to stay and see how it worked.
"The kids loved it." They used it for what it was. The adults were afraid they would make fools of themselves or mess up the data base and were therefore more apprehensive. Staff who used it were people who used the library and who wanted unusual material. They were surprised because the slower students demanded to get to use it.

4. In general did patrons find the terminal

- Easy to use:

Yes.
Yes, but the staff was there to help.
Yes!

- Difficult to use:

Only one person indicated they would not use it again. They did not indicate why.
Only when the staff did not know how to do.

5. What gave the staff or patrons the most trouble in operating the terminal? Did this vary by age group or other factors?

Getting the message "Message not Clear" and not understanding what they had done wrong. Down time.
Biggest trouble was down time. Students and staff could not wait. There were some problems adjusting to the keys. They had to be reminded that the 1 (one) key must be used and not the l (el) when a one was needed in a search pattern. Staff had problems with being in the wrong subsystems, etc.
Down time and poor response time!!! One of the student volunteers, agreed with the down time and poor response time and added his lack of knowledge of what all the keys could do.
The users had trouble finding the holdings and wanted help. The users had problems using the correct amount of punctuation in a search. This happened to the adults more than to the students. Adults had a tendency not to read directions.

6. Were the instruction materials adequate?
Could you suggest improvements?

Yes. "Excellent!" The terminal replies sign says to respond "ns" or "ps" if the screen says "Screen 1 of 2." Students did not realize they could use those commands in other situations in searching. They thought they had to use those commands only in that situation.

Too much documentation from OCLC!!! Project documentation was good. No suggestions for improvement. The LTA said, "Couldn't improve in any way, shape or form." Librarian said, "Excellent!" Too much to read in the OCLC and ILLINET documentation. They do not have the time to read. Hope the System will have someone to keep up with OCLC and ILLINET documentation interpretation.

Student assistant felt the signs and documentation were good. He would like to see some explanation of the various keys written out.

Yes. Summary sheet would be nice. Steps in search could be spaced further apart or color coded or both. People lost their places a lot. Terminal replies were not used as much as the other two signs. Need explanation of group, collective and truncated commands. Need to know all the places "ns" and "ps" could be used. Not just between screen 1 and 2.

7. Did most people ask for staff help?

In operating the terminal?

Some people asked for staff help. Most people tried to use the terminal on their own. They asked for help when they ran into problems.

Yes. Some people watched and would then try to do on their own.

Students did ask for instruction on how the terminal worked but they just watched.

In understanding the display?

Nobody commented on. If the librarian felt they were having problems she would go and ask if they knew what they had.

Yes. The LTA felt it was because they had to read so far down the record before it made sense.

The students were curious about the tags and what they meant.

Most missed the command about the holding libraries. Could that be set off? Could the author and title be made to stand out?

8. From your observations, what did your patrons use the terminal for:

To play with:

Yes. Wanted to know what was in the data base by Willie Nelson or Elvis Presley.

Some used to play with and leave messages.

Many students played with it between classes. Played by making cars, making it blink, and using escape/delete. One student used it to leave messages.

Kids played with it a lot. They used it to type their name, etc. The staff tried to discourage this type of attitude.

To identify or verify titles:

Yes.
Yes.
Staff would do for the patrons.
Kids would take books off the shelf and try to find them on the terminal.

To locate copies in your library:

Some. They did not use to a large degree because they could not get local call number.
No. Used the card catalog. The librarian used to check the terminal to see if the library owned items before ordering.
No. They used the card catalog.
No. They did not make the connection that they could find their local holdings.

To locate copies in the area:

Yes.
Yes. Students would go to other library if they did not have much time.
Yes. If the student was in a rush they would use terminal to find a library in the area they could travel to to get the material.
Yes. It surprised many to learn they could go to the town's public library (also on OCLC) to get books they wanted.

To locate copies for ILL:

Yes.
Yes!
Yes. Patron would do through the staff.
Yes. The staff took advantage of this capability.

Other:

No.

9. Do you think having the terminal increased patron awareness of

- The local library collection

No. Just a few students realized they could find material held at the other campus.
No. Students still depended on card catalog.
No because they used the card catalog.
They made the connection that their library owned books that could be found in other places such as New York and California.

- The IVLS area resources and their availability

  Students were very impressed with the amount of IVLS holdings they found.
  Did increase awareness of IVLS resources.
  Yes.
  Yes!! Students did not realize they could use their library cards to get books at other IVLS libraries.

- The connection of this library to state and national library networks

  Students were aware they could get material from other Illinois libraries and go to other states as well.
  Increased their awareness of material in the state, especially things in the North Suburban area. They did some ILL out of state for faculty.
  Yes to libraries in other states but no to national library networks.
  The staff made this connection.

10. Do you think the terminal influenced the board's (or governing authority's) attitude toward OCLC or library automation?

  Terminal was down when the Board came for a demonstration but they decided to ask for a terminal anyway.
  The librarian was not aware if it did. She did try to demonstrate but the Board did not seem interested. Ass't Superintendent and Business Manager showed more interest than the Superintendent who was more concerned about what OCLC could do for the students as opposed to the help it could be for the staff. He was afraid it would be used as a toy.
  Yes. They had not heard of either before their introduction to OCLC. The Board went to Canton to see OCLC demonstrated. One or two new Board members came to see the Public Access terminal while it was there.
  Yes. The staff felt that, despite the down time that killed the first demonstration, having the Public Access terminal did influence the Board's decision to go with the Project. They liked the idea of being able to borrow not buy and the time it saves in cataloging.

An OCLC terminal costs approximately $4,000 to buy and install. Monthly costs are $61 plus the charges for any cataloging or ILL work done on the terminal. In addition, a terminal used solely for public searches is charged $91 a month for the phone line. Given this information -

11. If you have a technical services terminal now - would it be worth it to your library to have a public access terminal permanently?

  It would be worth it to have a separate Public Access terminal but we can not afford it.

They could not see having more than one terminal because of the cost and the size of their student population.
No.
They felt they could not justify an additional Public Access terminal. They felt any terminal would have to serve dual purposes.

12. If you do not have any terminal now, and could have a terminal in the future, would you prefer to locate it in

- a public area

We would place it in a public area since we can only afford one terminal. That way we can have the best of both worlds.
No. They have had a lot of vandalism with the A-V equipment that is in the open. They felt the OCLC terminal would need to be in an office area.
The librarian prefers to have a terminal in a public area because it will serve a dual purpose of a work terminal and a public access terminal.
The librarian would like to see the terminal in a public area. She felt that in her library there were times when use was based on a need that arose at the moment.

- an office area

They want it in an office area for security reasons.
No.

ADDITIONAL COMMENTS:

They felt the interaction and communication that had been established with their host library was a good thing that came out of the Project for them.
The librarian said, "I enjoyed it thoroughly. It made my job more enjoyable." She felt it made her feel more accepted as a member of the library community and not just a junior member. The assistant said she would miss it. Knowing they would have it for only six months was a disadvantage.